

EXTRA
History: Surveying primary guidelines; projects for the primary school; a new perspective on multicultural teaching. 33-4



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It's still a cul-de-sac

In the aftermath of the teachers' union conferences it is important to sort out the wheat from the chaff. The NUT and the NAS/UWT have generated their column inches of reportage in the national press, their footage of tape on television. The news columns of *The TES* this week provide extensive reports from Scarborough, Torquay and Folkestone. But it is of the nature of conference rhetoric to obscure more than it reveals. What, beneath it all, are the simple realities behind the present dispute?

First: the teachers are poorly paid. In common with many groups of public servants, they have been the victims of the Government's pay policy. The Clegg award, intended to help the teachers catch up some lost ground, has been deliberately eroded in the years since 1980 by Government insistence on sub-inflation increases, while the going rate for pay rises in private industry and commerce has consistently run ahead.

Second: all this is history. If this is to be rehearsed in support of the teachers' claim, so must the Government's central contention that controlling public expenditure is the key to the control of inflation. Big salary increases, like those which followed Houghton and Clegg, are characteristic of times of high inflation, and it is inflation which quickly erodes them.

Against the background of Government policy on inflation and public expenditure there can be no member of the NUT or any other teachers' association who seriously believes that the Government could cave in to the teachers' Burnham claim, while still preserving this particular strategy. If the teachers were seen to be successful, why not the hospital workers or the town hall staff or the civil service unions? No one supposes the Government fought a long and costly struggle with the NUM to give in to the NUT. Certainly that is not the message Mrs Thatcher gave the world last weekend while Gordon Brown and his colleagues were in a state of mood at Scarborough.

Third: this means that the teachers are being led up a *cul de sac*. There is about this round of industrial action a curious mixture of frustration and pessimism. Even where support for action is strongest – and it would be quite wrong to underestimate the strength of the support and the bitterness of the feelings which have been aroused – there is also a profound defeatism. Teachers are conscious of the deterioration of their profession, its values, its ability to exercise its skill and talent under decent conditions and with reasonable support. They know in their hearts that the present discontents are going to make things worse, not better, but they can see no other way. Intellectually they know the Government can "see them off" as Mrs Thatcher claims she "saw off"

the miners, but still, they feel, they must go forward and make their protest.

But it is a *cul de sac* all the same; action will in the end be called off without a settlement which even approximates to the teachers' claim. It won't achieve the revaluation of teaching as a profession which the teachers want, and it will leave all the difficult questions unanswered.

Fourth: there is the immediate question of whether the teachers' action can damage the Conservatives in the county council elections enough to put pressure on the Government. This is a matter of speculation now; three weeks hence it will all be over and speculation will have given way to analysis as the politicians seek to explain the way electors voted in terms of local and national issues. Nobody can say with any assurance what the dispute is doing for the teachers' public image. It would be distinctly odd if causing parents inconvenience and deliberately stunting children's schooling were to raise teachers' standing in the community, but it is just conceivable that the claim that it is all being done for the long-run good of the children will carry the day. Or, at least, that electors, already a bit disenchanted with the Conservatives, will heap on them the blame for all the troubles in the schools.

It is also possible that the loss of Conservative county council seats will unsettle marginal Tory MPs and that this will send alarm signals to the Government through the Whips' Office. But it is going to be difficult to prove all these connections, and because the last time when these local seats were contested was in 1981 when Labour was riding high before the Falklands war, it is Labour which has most to defend on May 2, not the Conservatives.

Once the local elections are over, the political dividends will be much harder to collect. There may be a willingness among Labour i.e.s to make some sort of deal, but kind words from Labour i.e.s won't force a new deal out of the Government. What there remain the familiar topics of salary structure, contract and appraisal. All that needs to be said here is that on structure, the teachers and the i.e.s have the basis on which to build an agreement, while the teachers' contract may be construed in the courts in the not too distant future, in a way which may resolve some of the more contentious issues (though not necessarily in the way the teachers would like).

Appraisal, in itself, does not raise insuperable difficulties, as the teachers are likely to make clear at the DES on Monday (though no doubt the teachers, like their employers, would want to be sure Sir Keith understood the resource implications). What does arouse almost universal opposition is the attempt to link salary bonuses and increments to any scheme of regular assessment.

This is the link which Sir Keith seems to be most

keen to establish for two reasons. As a matter of principle he believes in financial incentives. And, having little money to spend, he wants it all to go to those whose performance can be judged to justify higher pay.

In this matter, however, it is Sir Keith who has become isolated. The teachers and the i.e.s (to say nothing of Sir Alex Jarrett, who pointedly insisted that the assessment of university staff, recommended in his recent efficiency report, should on no account be linked to pay) can adduce plenty of evidence – a selection of it has been reported in *The TES* – that assessment can work well as a tool of staff development but only if it is kept quite separate from merit money, salary increments or whatever.

The Permanent Secretary went some way to spell out the issues in his talk to the Industrial Society at the end of February (*TES*, March 1) but he wisely chose to keep clear of money matters. Sir Keith should now concentrate on getting an appraisal scheme, by agreement, as soon as possible, even if this means dropping the merit-money nexus and concentrating on other issues of staff and career development. He can do so quite gracefully. His extreme attitude has already borne some fruit: by concentrating opposition on the pay-performance link, he has brought about a tacit acceptance of assessment itself.

Sixth, and finally: what conclusion is to be drawn from the present disasters? Those who forecast from the middle of last year that there would be another winter, spring and summer of discontent will get no pleasure from being proved right. What is happening now has looked inevitable since last July.

The teachers would be wise to cut their losses now, take arbitration, and redouble their efforts on structure. This would be inglorious and the teachers' leaders can hardly afford such inglorious wisdom just after their annual conferences have urged them on to greater daring. But what is the alternative? There is no "big bang" solution to teachers' salaries – not just because the Government won't agree, but because "special cases" seldom remain special for very long. The best hope for an improvement is to go for salami tactics, a little bit here and a little bit there, and this is much more likely to come by negotiation on structure, contract and assessment, than by stepping up what passes for industrial action.

This is not, by any means, the only element in a solution. The teachers are the victims of the present mess, not the architects of it. The Government – even within the tight financial constraints it has made for itself – needs to look for ways of giving hope to the teaching profession on whom its educational plans depend. If the teachers are to trust in salami tactics, ie, the phasing of demands and offers, it is up to the Government to find some salami.

COMMENT

Speaking for parents

More than one report in this week's *TES* points to the fact that parent power – so long the stuff of political sloganizing – is now a reality to be reckoned with. Whether it is taking shape exactly in the ways foreseen in another matter, but that is usually the case when geniuses are conjured out of bottles.

In particular, the power of parental opinion, hung like an "unpredictable shadow" over the Easter conferences of the two biggest teacher unions, providing one of the most crucial factors to be taken into consideration in planning strategy.

Both union leaderships faced the challenge of simultaneously uniting their own ranks in support of (sometimes questionable) tactics so far, winding them up for a concerted industrial challenge to a determined Government and at the same time, reining in the hotheads who would alienate the popular support for which both they and Sir Keith Joseph count.

The crucial issue was examinations.



The NUT Birmingham delegate argued vehemently that the only way to give immediacy and a cutting edge to the campaign was to attack the exams. The NUT's seasoned ruling clique, however, proved as well aware of the folly of such a winner-takes-all gamble as they are of the new climate in education politics. It was now essential to woo parents – and even the media – and they persuaded the conference that it would be wrong as well as

foolish to attack children at the most vulnerable point of their school careers (They also had good technical arguments against holding a national ballot, and it is worth remarking how new legal obligations are impinging on union tactics).

The NAS/UWT leaders, with an even more battle-hungry mob on their hands, were equally convinced of the need for the sympathy and understanding of parents. In the end, NAS/UWT members narrowly demonstrated that they too cared about children's exam chances. Even so, it is doubtful if the full realities of the parental influence on policy-making have yet been fully understood. But the parents' own conference, this weekend is bound to be taken more seriously than hitherto; after the recent outspoken intervention by the National Council of Parent-Teacher Association in the pay dispute.

To some extent the Government might congratulate itself on the rise and rise of the PTAs, for as the deputy general secretary, James Hammond, points out (page 7), it is recent legislation providing for more parental choice and responsibility which has persuaded parents that they both need to learn more and to form a more effective voice in the schools.

Sir Keith, too, must bear in mind that the pressure group, he has helped to create is gathering strength rapidly, because parents can see at first hand the effect on their children's schools of mean resourcing and threatened teachers. Last year parents contributed more than £20 million for school books and equipment and, as our reports show, may now be doing more than their share of classroom support. It is not surprising that they are now inclined to start calling the tune.

They can now be expected to be just as concerned about the actions of the Government as those of the teachers. The NUT is banking on some of them registering critical votes in next month's county council elections.

no comment

Conference on 'Crime and Deviance in Society' at Lancaster and Morecambe College of Further Education. Topics for discussion include: Deviance in our lifetime – a review of contemporary attitudes for 16 to 19-year-olds; How to pass examinations; Hooligans in History; High-Tech futures for crime.

From Lancashire County Council's Education Bulletin, 1985, 31, 1, 10-11.

Second opinion

Why the silence on suspensions

Suspension from school is a forgotten subject these days. The Parliamentary Under-Secretary of State at the Education Office, Mr John Gummer, exemplified this on March 29. Asked by Mr Cohen what information he had on the number of children suspended from schools in Nottingham area and how this compared with the national average, Mr Gummer replied that "the Government do not collect information on school pupils on an ethnic basis; nor are there national figures about suspensions from schools".

That reply certainly deserved 10 minutes of 10 for honesty. But how about effort? Ignorance is no bar to policy-making these days, so surely someone has been running around in the official circles thinking up a policy on suspensions for our enlightenment?

Apparently not. *Better Schools*, despite its high-level provenance, is silent on the subject. Yet the whole of Chapter 6 deals with discipline. There is talk of sanctions. Corporal punishment received a mention. And there are three vigorous paragraphs on school attendance. Parents are reminded to ensure that their children go to school "or face the consequences of court action by i.e.s.". Good advice, we are told, is important because "even short absences can have a significant effect on a pupil's education".

Quite so. But if it matters educationally when children play truant, it must matter just as much when they are suspended, excluded, expelled or whatever else one chooses to call it. Why not find out what is happening? The issue of the suspension of black pupils is more difficult. This has been a long-running sore since the 1960s. Black parents remain profoundly uneasy about what is happening to their children. From time to time, with no sign of diminishing force as the years go by, the issue flares up somewhere. It is then that heads and CEOs are careful to lock the drawer where the "unavailable" information on the suspension of black pupils reposes.

In June 1981, the Rampton Committee reported on the problem. It recommended (page 83) that all schools should record, after discussion with parents, the ethnic group to which a pupil belonged. Secondly, it recommended (page 81) that "the DES, in consultation with the local authority associations and the teacher unions, should prepare and issue guidance to i.e.s. designed to tighten up procedure when pupils are suspended or excluded from school". Nothing has happened.

The fate of the Rampton recommendations may have discouraged the Swann Committee. In its 806 pages, "suspension" only seems to appear once, as a single word (page 183) in a valuable appendix produced by ACER.

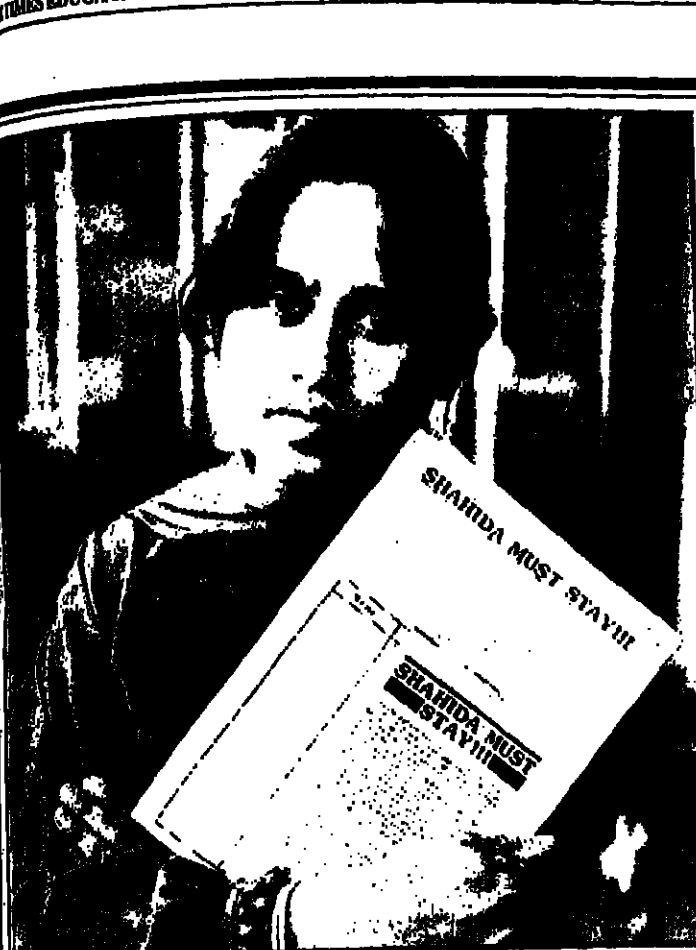
That brings me to my final point. This week the CRE published a report on suspensions in Birmingham (page 5). The report is brief and based on information obtained several years ago. But it remains topical. It shows that, in the late 1970s, black children were four times as likely as white children to be suspended.

The position has changed in Birmingham in the last few years. That is encouraging. Birmingham now keeps track of what is happening – who is being suspended and for how long, for example, whether black pupils are or are not still being disproportionately suspended at any given time or from any given school.

If other i.e.s would follow suit, Mr Gummer would be able to answer straightforward questions in the House.

Peter Newsam

Peter Newsam was education officer to the ILEA and is now chairman of the Commission for Racial Equality.



NEWS

Asian tutor ordered out after eight years in UK

by Richard Garner

A primary teacher, who has taught Asian children in the East End of London for the past five years is facing deportation from Britain because the Home Office will not renew her work permit.

Mrs Shahida Zubair Ali, who has three children with British passports, has lived in Britain for eight years and has been teaching at Thomas Buxton Infants' school in Tower Hamlets for five years. Two of her children attend the school.

She has a teaching qualification from Pakistan which is not recognized by the Department of Education and Science, and is employed as a tutor at the school by the Inner London Education Authority, which is supporting her fight to stay in the country.

Ms Carole Regan, women's officer

of the Inner London Teachers' Association, said that about 100 women – most of them black – were employed in a similar way in the east London area.

Her branch wanted the NUT conference this week to hold an emergency debate to discuss the deportation threat, but failed to get the necessary two-thirds majority vote from delegates to allow it to take place.

Under NUT rules, Mrs Zubair Ali cannot join the union because she is not a registered teacher.

Her case and that of her husband, who has already been deported to Pakistan because his work permit was not renewed, have been taken up by Mr Peter Shore, Labour MP for Stepney.

Mrs Zubair Ali has not yet found employment in Pakistan and she is supporting him and the children with her job in the ILEA. She also teaches

at an adult community centre twice a week.

She told *The TES*: "I don't know when I am going to hear from the Home Office. It could be weeks or it may be three or four months".

Mrs Frances Morrell, leader of the ILEA, has written to Mr Tom King, the Employment Secretary, asking for a meeting about the case, and Mr Gordon Green, the NUT president, has written to Mr Leon Brittan, the Home Secretary, urging him to revoke the decision.

Department of Employment officials have told the ILEA that the work permit will not be renewed because Mrs Ali's qualifications are not recognized by the DES and the authority could readily find someone else to do her job.

Mrs Ali, who speaks Bengali and Urdu, has had her permit renewed three times without problems.

Book sales down £2m

by David Lister

School book sales fell by more than £2 million last year, figures released this week show.

They also show that parents spent £21.5 million on their children's school books and textbooks, with local education authorities spending £68 million.

The statistics come from local authorities given to the Department of Education in 1983-84. They will be published later this year.

Mr John Davies, director of works at Loughborough, confirmed this week that doors had been kicked in, door and light fittings broken, windows smashed, and benches damaged. If the costs of cleaning off shower cubicles and excrement off shower cubicles were added to the repair bill the total cost would be £1,500.

The new leadership of the Federation of Conservative Students has said that the total bill for damage was £14. Mr Mark MacGregor, the FCS chairman and a member of the "radical Thatcherite" hard-liners, accused "unsound" wets of plotting to discredit the hard-liners.

Mr MacGregor also criticized Mr John Gummer, the Conservative Party chairman, who last week announced an internal inquiry into the FCS and cut off its annual £30,000 a year grant for at least three months.

After receiving reports of the behaviour of FCS delegates, Mr Gummer told the conference: "Damage, hooliganism, and sheer vandalism are totally unacceptable".

Senior party officials, including Mr Gummer, refuse to be drawn on whether the inquiry is really an attempt to stamp out extremism within their student wing, disguised as an attack on hooliganism. At a London press conference last week Mr Gummer emphasized that no one would be expelled from the FCS for his or her views, though those responsible for damage at Loughborough are to be

Three Scottish delegates were sent to the conference.

Free meals

More children are having free school meals or bringing their own food to school, according to Government figures for England released last week.

A Department of Education census last October showed the number of children receiving free school meals up by 70,000 to 1,147,866 compared with a similar census in 1983.

The figures were released by the Education Minister, Mr Bob Dunn, in a Parliamentary reply to Mr Jerry Ford, the Conservative MP for

£1,500 damage by Tory students

by Paul Flather

Damage by right-wing Conservative students after a rowdy party during their annual conference last week at Loughborough University has been estimated at £1,500 despite claims that the disturbance had been greatly exaggerated.

Mr Murray King, director of works at Loughborough, confirmed this week that doors had been kicked in, door and light fittings broken, windows smashed, and benches damaged. If the costs of cleaning off shower cubicles and excrement off shower cubicles were added to the repair bill the total cost would be £1,500.

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Devon confirms CND ban

by Adriana Caudrey

A decision by Devon education committee this week to ban teachers from wearing CND badges in school or from displaying anti-nuclear stickers on their clothing and officers into the extent of the organization's presence within schools.

Mr Vera Fraser-James, vice-chairman of the Conservative-controlled county's education committee, said she visited one school, accompanied by another councillor and an officer, receiving complaints from parents about CND being publicized in the school entrance hall.

Two other Conservative councillors reported that they had spotted a teacher wearing a CND badge, and at another school.

Mrs Fraser-James said that these discoveries led to the call for the ban, which was approved at the education committee meeting, by 16 votes to 13.

Those in favour were Conservatives. Those in favour were Conservatives. Those in favour were Conservatives.

AO must go – Sir Keith

Sir Keith Joseph, the Education Secretary, has founded the official teacher-knoll for the AO level and CBE examinations.

In a letter to Sir Wilfred Cockcroft, chairman of the Secondary Examination Council, Sir Keith says the alternative Ordinary level should be available from 1988 or 89, depending on the type of course. He has already proposed that the Certificate of Extended Education should be discontinued after present courses end.

The "best elements" of these should survive in the AS and GCSE exams, he says.

High hopes for appraisal

by Jane Pickard

Teacher appraisal would not be a crude system of payment by results, Mr Bob Dunn, Under-Secretary for Education and Science, told the House of Commons last week.

It meant "a sensitive and objective assessment of all aspects of teachers' performance, with a view to improving teaching quality by means of well-informed and, therefore, more soundly based decisions on induction, in-service training, support and counselling, professional and career development, deployment and promotion."

"It means greater incentives to achieve good performance, and more help and encouragement for those encountering difficulty."

He said Sir Keith Joseph believed that a reform based on such principles would offer improved rewards, better morale and increased job satisfaction with enhanced status and esteem.

Together with other policies for better schools, such a reform would make a "real contribution to higher

educational standards in our schools".

Mr Dunn was speaking in last Thursday's adjournment debate on the teachers' dispute. Earlier in the debate, Mr Harry Greenwood, Conservative MP for Ealing North and a former teacher, warned that the Government might have to impose appraisal.

But he said that they did not want a "creeps' charter", with appraisal conducted solely by the headmaster. Teachers' peers, even their juniors, and others, would be involved.

Bob Dunn

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PLATFORM



Anne Sofer (above), criticizes the White Paper, *Better Schools*, for addressing itself to questions that are no longer relevant to today's 16-year-olds and outlines the sort of education and training system that would more adequately compensate school-leavers for the loss of job opportunities.

Twenty years ago pupils asked what was the point in gaining qualifications? They ask the same question today – but for different reasons.



Answers to yesterday's problems

Who remembers what the subjects for James Callaghan's Great Debate were? It is worth reminding ourselves. The school curriculum, the assessment of standards, the training of teachers, and school and working life: this was the fourfold challenge that the Government set for the education exercise carried out by the Department of Education and Science in 1977. *Better Schools*, issued by the Department last month, and interpreted by many as Sir Keith Joseph's end-of-term report, can be seen as a steady working through of the same agenda. Even the order is the same.

Many of the conclusions that have been reached would have emerged, one might speculate, from the intervening years of discussion and consultation, whatever government had been in power. The broad and balanced common curriculum up to the age of 16, the merging of GCE O level and CSE, the specific direction of funds to in-service education, the broadening of representation on school governing bodies – all of these proposals have been around for quite a while, gathering consensual weight as the years go by. Even the contentious parts, like the appraisal of teachers, are not brand-new ideas produced by Sir Keith.

Thus the White Paper, read in its historical context, gives the lie to the popular portrayal of Sir Keith as a disruptive radical right-wing reformer making headway against the soggy bleaters after a lost consensus in his department. It also gives the lie to those, like the new president of the

NUT, who see him as a Gradgrind, wanting to reduce schools to factories efficiently turning out docile wage-slaves.

Indeed, the definition of the broad common curriculum appropriate for all may be seen by historians as one of the most important and long-term of comprehensive reform. There is a specific warning against too-early vocational emphasis. "It is important that pre-vocational work and work experience designed to help pupils to prepare for employment should be kept broad and available to all pupils; and that courses designed to foster more specific skills, popular though they may be with many pupils, should not displace courses of a more general character." Who could disagree with that?

Paradoxically, that is what is wrong. The White Paper is too much a wrapping up of the debates of the last decade, and too little a thrusting forward the arguments into the next one: answers to yesterday's problems rather than tomorrow's.

This is most clearly seen in the examination reforms which may well be Sir Keith's most lasting memorial. Ten years ago it would have been right to merge O level and CSE; now it will set in concrete an expensive and cumbersome public examination system at an age which is losing its relevance. If we really envisage some form of education on training lasting until 18 for the great majority by the end of this century, why are we erecting the most significant hurdle at 16? The question is not asked, let alone answered.

Sir Keith's Sheffield speech in January 1984, which called for a general raising of standards, was welcome and right: the recognition that norm-referenced examinations were depressing the motivation and achievement of the majority was – particularly from a Conservative Secretary of State – a breakthrough. But I wonder whether he, or the general public, or indeed the teachers themselves, have properly analysed the improvement in standards that has already been taking place.

The figures are in the opening section of *Better Schools*. In the mid-60s the percentage leaving schools and FE colleges with at least two A levels was 11 per cent. In 1983 it was 15 per cent. The percentage with at least one

estimate: about 60 per cent must be performing at or above that level at present. The "longer-term aim" is probably too modest.

In any case, any secondary teacher will confirm that the major problem of those leaving secondary school with little or nothing to show for it at present is the lack of ability but of motivation. The bulk of them are either early leavers or persistent truants. "What's the point?" is the question they ask of the education system. But whereas 10 or 20 years ago the question was asked in the confidence that there were plenty of jobs around that needed no qualifications, now there are few jobs even for the well-qualified.

The "raising of expectations" which

makes clear why. Young people over the age of 16, unless they are at a level, are not to be considered as the responsibility of Education anymore. It is the Manpower Services Commission which it to coordinate the vocational courses, develop the state of pre-vocational education, in the new two-year Youth Training Schemes, and so on. All the schools are offered is the weak and half-hearted attempt represented by the new Advanced Supplementary examination to broaden A level.

But for all Lord Young's energy, the MSC equipped to do it all? The commitment to long-term and strong then YTS appears weaker every time it is reiterated, and the number of full-time vocational courses, as well as in apprenticeship, continues to shrink.

For all the verbiage about a "better qualified nation", there is not the slightest surge in staying-on rates that one might have expected: all the financial incentives work the other way. Forty years on from the last post-education Act, the new White Paper should have offered "Tortoise Education for all": should have integrated the DfES and the MSC; should have made sense of all the varying financial support systems for 16 to 19-year-olds; should have made huge increases in full-time technical education; should have demanded a "credit exchange" system between all the various examination boards; should have – in word – planned with some vision, and in deed – wasted.

Sir Keith has (rightly) demanded of teachers will, if it works, generate a rising frustration among young people. To what is all this hard slog, these better exam results at 16, leading? What, in the form of subsequent education and training is to replace those vanished jobs for school-leavers?

It is in the answer to this question, the biggest educational one of the day, that *Better Schools* is weakest. The subsequent White Paper issued last week jointly by the Departments of Industry, Employment and Education

Training's role stressed by King

by Jane Pickard

Improvements in education and training were crucial to strengthening the economy, Mr Tom King, the Employment Secretary, told MPs last week. He has asked local authorities, teachers, voluntary bodies and parents to send him their views by the end of June on a list of objectives for homework. He is also interested in any prospect of reaching broad agreement on matters such as the age at which it should begin and how much time children should spend on it.

The paper asks if a good case can be made for more well-directed homework, or independent study and investigation, for older pupils in primary schools, and whether upper limits should be made on the amount of homework expected of some pupils,

leaving them time to do other valuable things. With few exceptions, I.e.a.s do not have policies about homework, the paper says – and asks if it would be better if they had. It also seeks comments on the suggestion that each school should have a policy for homework as part of its curricular policies. The paper says that regularly set and marked homework has been shown to improve pupils' performance and that lower ability children perform better with increased homework. But it recognizes that homework poses problems too.

Too much homework can displace other, perhaps more educationally valuable activities, the paper concedes. Moreover, it can be one of the more frustrating aspects of children's school work, if they do not have sufficient grasp of the subject in question. And boring homework, such as learning facts and doing exercises, may discourage pupils and cause difficulties in the classroom.

It also recognizes that home environment can be critical, with pupils discouraged by lack of space and indifference or even hostile parents. Finally, the paper says that making homework more effective would require extra resources, in terms of both teacher time and books and equipment.

It asks for comments on how some of these difficulties might be overcome. The paper states that it is difficult to generalize with confidence about present practice in schools because little firm evidence is available.

The paper suggests the following list of objectives:

- to encourage pupils to develop the practice of independent study;
- to develop perseverance and self-discipline;
- to allow practice, where it is needed, of skills learnt in the classroom;
- to permit more ground to be covered and more rapid progress to be made;
- to enable classwork to concentrate on those activities requiring the teacher's presence;
- To open up areas of study and to make use of materials and sources of information not accessible in the classroom; and
- to involve parents (and other adults) in pupils' work.

Sir Keith sets homework exercise

by Biddy Passmore

A discussion paper which could lead to central guidelines on the amount and type of homework children should do was issued last week by Sir Keith Joseph, the Education Secretary. He has asked local authorities, teachers, voluntary bodies and parents to send him their views by the end of June on a list of objectives for homework. He is also interested in any prospect of reaching broad agreement on matters such as the age at which it should begin and how much time children should spend on it.

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- to allow practice, where it is needed, of skills learnt in the classroom;
- to permit more ground to be covered and more rapid progress to be made;
- to enable classwork to concentrate on those activities requiring the teacher's presence;
- To open up areas of study and to make use of materials and sources of information not accessible in the classroom; and
- to involve parents (and other adults) in pupils' work.

The allocation of student places for the first phase of the Government's £43 million three-year programme to boost engineering and technology was announced last week.

Twenty universities are to receive a total of £3.2 million to pay for 579 extra places from this October, 475 at undergraduate and 104 at postgraduate level. Seventy of the technological universities which suffered the severest cuts in 1981 – Salford, Aston and Bradford. Bradford has also won 20 of the postgraduate places.

Apart from the three universities already mentioned, those winning the most undergraduate places are: Bangor (25), Birmingham (35), Cambridge (30), East Anglia (25), Hull (24), Kent (20), Nottingham (32), Strathclyde (35), Surrey (30), Swansea (30), Warwick (35) and York (20). London's Imperial College has been allocated only 10 places in mechanical engineering.

JEH Blackie
The death has been announced of John Blackie, CB, who was chief HM for primary education at the time of the Plowden Committee, on which he sat as a DES assessor. He was 80.

Micro destined to alter teachers' job – Williams

by Diane Spencer

Computer literacy is likely to be as important as verbal literacy or numeracy in the future, Mrs Shirley Williams, president of the Social Democratic Party, told an international conference in London last week.

But computers must be used as a tool to understand all subjects, not just as the basis of a new discipline: computer science, she told the Educational Technology International Conference at Imperial College.

Computers could replace teachers, but they could complement them. "They are at least as good at transmitting information as a teacher, and are probably more accurate. But they cannot argue what conclusions should be drawn from information. They do not appreciate music or feel moved by poetry. Faith and friendship are meaningless to computers. So teachers need to become tutors and counsellors rather than purveyors of information. The job should become much more exciting."

Redundant teachers should be mobilized to help in an adult retraining campaign to fill the enormous gap between the skills the nation needs and those it possesses, she added. In industry alone, Britain is short of more than 20,000 engineers with microelectronic experience. Yet the number of engineers and technologists graduating from university will fall this year to a level no higher than in 1972.

She also said that the educational system would be made more efficient by the use of computers. Only examinations from the last century would be awarded without them.

private companies. "The computer companies are getting into the act in a big way. In the USA 40 billion dollars a year is spent on training, education and software by the private company sector."

Mrs Williams put forward a five-point plan setting out how Britain should respond to the new computer age. She suggested that:

- teachers must be trained to use computers sensibly and constructively;
- emphasis in teacher training should be put on the tutor/counsellor role;
- distance learning packages should be constructed around a human adviser, as human interaction was an indispensable part of good education;
- an interchangeable system of credits covering formal higher and further education, and post-16 qualifications gained through distance learning was essential.

In order to avoid indirect discrimination, the report also recommended:

- a six-monthly review of the pattern of suspensions to check any over-representation of a particular racial group;
- reviewing school rules to see they do not adversely affect black pupils with Rastafarian affiliations; and
- ensuring suspension procedures are understood by teachers and parents.

Birmingham local education authority and schools, referral and suspension of pupils, free from the CRE, Elliot House, 16-22 Allington Street, London SW1E 5EH.

Blacks 'more likely to be suspended'

Black pupils are almost four times more likely to be suspended from secondary schools in Birmingham than white children, the Commission for Racial Equality says in a report published last week.

The CRE examined records of more than 1,000 suspensions and 350 referrals to the city's educational guidance centres from 1974 to 1980. It found that black pupils were also more likely to be suspended after a direct confrontation with a teacher.

The commission, which believes that its findings may well apply to other urban areas, undertook the investigation because of national concern about the number of black pupils suspended from school. Birmingham was chosen for the study as it was thought to be representative of a major urban, multi-racial education authority.

The report urges local education authorities to keep records of suspensions on an ethnic basis, which Birmingham now does.

In order to avoid indirect discrimination, the report also recommended:

- a six-monthly review of the pattern of suspensions to check any over-representation of a particular racial group;
- reviewing school rules to see they do not adversely affect black pupils with Rastafarian affiliations; and
- ensuring suspension procedures are understood by teachers and parents.

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NEWS

Polys may reap research profits

The Government last week published a new Bill which would allow public sector polytechnics and colleges to sell the by-products of their research and teaching to industry and commerce.

The Further Education Bill, which was introduced in the House of Lords, would give the local authority-based colleges the same right to sell their expertise as universities already enjoy.

The type of work polytechnics and colleges would be able to turn to their advantage covers such activities as joint research projects with business, the development and exploitation of new products and in certain circumstances, by testing and advisory services.

The Bill applies to England and Wales, but includes powers to make similar provision for maintained colleges in Northern Ireland.

One of the Government's main aims is to encourage links between further education and industry and the transfer of technology from the laboratory to use by commerce and industry. At the same time, it wants to encourage entrepreneurial attitudes among the polytechnics and colleges.

The appointment of an ombudsman is one of a package of measures to increase accountability in the polytechnics approved by their directors at their

annual conference in Portsmouth last week.

The ombudsman's role, modelled on its counterparts in the health and local authority services, would monitor standards and act as a last resort of appeal for students, outside organisations and the Government.

The other major suggestion is a new system of external examination. Polytechnics would draw up a list of accredited examiners, whose names would be published every year and who would be checked for academic probity. Only examiners from the list could be used, and "no degree" would be awarded without them.

Mike Durham reports from the NAS/UWT conference in Torquay

Threat to new examinations

Members of the NAS/UWT are to be urged not to cooperate with new examinations, including the CPVE and AS levels, unless they are confident that enough resources are available in schools to implement them.

The increasing workload on teachers because of the new exams, curriculum developments, in-service training requirements and the introduction of pupil records of achievement was bringing the education system to the point of collapse, the conference was told.

Mr Fred Kane (Derry) accused Sir Keith Joseph, the Education Secretary, of making more and more demands on teachers, while systematically starving the education service of necessary resources.

He said Sir Keith was an intelligent and intellectually fertile but dangerous man, who had a breathtaking view of

the future of the education service, but suffered from the fatal flaw of tunnel vision.

"He fails to see that the recent White Paper carries within it the seeds of its own destruction," Mr Kane said.

"He seeks to undermine public confidence in the teaching profession, he berates teachers, he alienates teachers, the very people whose co-operation and support are absolutely essential."

Teachers and the education system were already being stretched beyond endurance. Unless the salaries and resources necessary to do the jobs were forthcoming, "we must take the appropriate response, which is to say that you'll get what you pay for and nothing else."

Mr Tony Kane (no relation) of inner London, said teachers supported new initiatives to improve education. "But

we are frustrated that we are unable to put them into action.

"This Government likes to consider itself hard-headed. It approves of good management. I cannot understand how it believes that a teaching force that is already unable to cope should take on extra vital responsibilities."

He recommended "two Rs" to Sir Keith - resources and recognition - "We would like the Government and press to stop carping about how badly schools and teachers are doing. A better job is being done now in 1985 than ever before."

Mr Gordon Heard (inner London) accused the Education Secretary of behaving like a reincarnation of Rasputin, and using a "ploy" of laying down impossible workloads for teachers, then blaming them for inefficiency when they failed to live up to his

expectations. But he was in a "no-win" situation.

An Essex teacher, Mr Cliff Viner, complained that Britain spent less of its income on education than most developed countries. In Japan a child could expect to get 10 new books a year. In Essex expenditure was only £23 per child per year. "How many books can you get with that? It certainly won't buy many computer tapes, either."

The conference deplored the extra workload and it called on the union's national executive to take whatever steps might be necessary to protect the interests of members.

Afterwards, Mr Fred Smithies, the union's general secretary, said he would ask teachers to recognize the direct link between their workload and the resources they had to work with.

'No deals on meals'

The conference came out strongly against accepting a deal with the Government over payment for lunchtime supervision, and called for changes in teachers' conditions of service without a return to Hounslow pay levels.

Delegates confirmed that the 1985 school meals agreement, which made lunchtime supervision voluntary, should not be altered as the price of any future pay settlement.

Mr Charlie Hughes (Stockport) said the union should not lose any of its negotiating cards. "Isn't it becoming more and more obvious that Sir Keith is trying to do is get teachers used to the idea of assessment payments, while knowing negotiations are bound to fail?"

He added: "As far as I'm concerned they can wait until Hell freezes over before they get me back on school dinners."

Mr Keith Burton (Nottinghamshire South-east) said: "We have got to make it clear to the parents, i.e. a safe Department of Education and Science that teachers are not catering for minders."

When parent-teacher associations gather for their annual conference today in the long shadow of the teacher unions' own yearly parliaments, they will be faced with a hard decision. On the one hand, many parents support the teachers' campaign for more money. But at the same time, parents have an interest closer to their hearts - the education and well-being of their own beloved offspring.

The Home School Association movement, as it is properly known, has undergone something of a renaissance in the last few years. It now has almost 4,000 school branches in England and Wales, and claims to represent four million children.

Mr James Hammond, the confederation's deputy general secretary, is one of the new breed of no-nonsense, straight-talking parent-power representatives who has found himself in the forefront as a result of the new climate in education politics.

According to Mr Hammond, three main factors have combined to nurture the growth of the parent-teacher movement over the past five years, all of them, arguably, arising from the policies and practices of Sir Keith Joseph and the Conservative Government.

One is the increasing complexity of the education legislation - particularly the 1980 and 1981 Acts, which gave parents more choice and responsibility for their children's schooling - as well as defining local authority obligations more tightly.

"A lot of parents did not understand the significance of the changes. There was a surge of interest," says Mr Hammond.

More dramatically, parents have

Mike Durham in conversation with James Hammond on parent power

Engineering to get what he wants for his children

had to stand by and watch as resources to schools have dried up. Parents have found themselves under increasing pressure to dig into their own pockets for books, equipment, and even school redecoration.

At the same time, Conservative policy has positively encouraged parents to take more interest in the way schools are run, with requirements for parent governors already in progress, and Sir Keith Joseph's proposals now revised for parents to have a majority on governing bodies. This has drawn in parents who would otherwise not have been involved.

It has, all the same, been the persistent run-down in school resources which has given the Confederation of Parent-Teacher Associations most cause for thought, and its most strident new voice.

It has made the parents angry, concerned, and not a little puzzled. After all, rolls have been falling and the public is constantly being told that schools have never had it so good.

Mr Hammond said: "We are told that examination results and pupil-



James Hammond... no-nonsense, straight-talking

teacher ratios have never been better, that there are two applicants for every teaching job, and that the quality of teachers has never been higher.

"But contrast all that with the real situation in every comprehensive school, where there isn't time to allow teachers enough in-service training, there are just not enough members of staff, the plaster's falling off the walls, the furniture is in a terrible state, and the window frames are rotten."

But Mr Hammond is at pains to point out that despite the widespread concern at the dwindling resources, he is not making a political point. "We think that the education system is fundamentally at fault," he said.

Into this unpromising scenario, a

new and unwelcome factor has now emerged, like the ghost of Banquo - industrial action by teachers in pursuit of more pay.

The teachers, of course, claim that they are acting in the long-term interests of education. Better paid and more committed teachers will mean better schooling for children. Until now the parents' associations have grudgingly sat back and put up with the disruption as teachers have walked out and children have forfeited their lessons.

But two weeks ago, the confederation played its card. Its public relations officer, Sheila Maybourn, said that the teachers were seriously harming children's education, and warned that they

might lose parents' support if they did nothing to try to end the dispute. Mr Hammond said: "It's hardly surprising that teachers are demoralized when you look at the conditions in which they have to work. We are very sympathetic towards their case. Unfortunately, that is modified by the way in which some of the teachers have chosen to go about seeking more money."

In particular, the confederation is irritated by the deadlock over talks on the long-term restructuring of teachers' pay and conditions. It is here that they see a way forward and they are frankly puzzled at the teachers' refusal to discuss it.

It is hard to see how the withdrawal of support from parent-teacher associations can damage the teachers' cause, other than by souring the relations between the many teachers and parents who jointly serve in school associations. A series of resolutions, however, is certain to be discussed at the confederation's conference if the dispute shows no signs of being settled.

And in the longer term, the parent-teacher bodies are sure to step up the pressure for an end to the Burnham pay negotiating machinery and establishment of a pay review body.

One proposal the confederation is currently discussing is for a high-powered one-off review commission to look at the whole issue of teachers' pay, conditions in schools, and the funding of the education service. "Basically, parents and teachers have the same objective in mind, a properly funded education service, starting with teachers' pay."

Meanwhile, Mr Hammond, a civil engineer with two children and 10 years' experience of parent-teacher associations, has no illusions about the chaos now rampant. "To the average parent," he says, "the situation is not at all clear," expressing in a sweeping understatement the confusion and divided loyalties of those partners in the education service who are trapped, like piggy, in the middle.

Standard job forms urged

The union is to open negotiations for a standardized job application form and a code of conduct for job interviews following numerous complaints.

One delegate, Mr Peter Boste, said job application forms were frequently confusing, badly designed, and irrelevant. One form asked applicants "Do you wear glasses?", followed by "If so, are the ones you are wearing satisfactory?"

He called for a standard form and for jobs to be advertised in one recognized journal.

Mr Nigel Follett, a physical education teacher from Sandwell, said he had once been interviewed for a teaching

job by a pawnbroker. "Anyone can do it. I often think our careers are in the hands of semi-morons."

Interviews were riddled with blatantly sexist and indelicate questions about teachers' private lives, personal interests and "reproductive intentions."

Mr Eamon O'Kane, the union's junior vice-president, said negotiations were already in hand with the CLEA school teachers committee about a standard application form for new entrants to the profession. There was already a code of practice for interviews which would be brought in for all teaching jobs.

Sir Keith on 'dangerous' path of curriculum control

Centrally-inspired curriculum developments are a political innovation which is potentially dangerous, the conference was told.

A Sheffield executive member, Mr Dave Battye, said Sir Keith Joseph for the first time was determining the content of schools' curriculum himself. "But the poor man doesn't seem to realize the danger," Mr Battye said. Education authorities were being given the leeway to make the curriculum in a way which could change with political direction.

"I am frightened about the way the curriculum is going," Mr Battye said. "I am even more frightened at the way the Secretary of State is for the first time putting a political input into the way we teach in the schools."

Mr Keith Hickman (Merton) said the new AS levels proposed by the Government would cramp rather than widen the curriculum for sixth-formers. It would create "a new super-elite" and lead to a chronic narrowing of the curriculum.

Bert Lodge reports on new moves in the Honeyford affair

Heads threaten court action

More than 200 Bradford heads are expected to call for the reinstatement of their suspended colleague, Mr Ray Honeyford, at a special meeting in the city on Tuesday.

In a case attracting nation-wide interest, Mr Honeyford was suspended last week from his job at Drummond middle school - where more than 80 per cent of the pupils are Asian - after the Bradford schools subcommittee passed by eight votes to seven a motion of no confidence in him.

This followed advisers' reports on the way he was implementing the city's multi-ethnic education policies. His suspension was a victory for the year-long campaign by a parents' action group to have him removed after he had published an article critical of some approaches to multi-cultural education.

Also on Tuesday, Mr Marcus Fox, Tory MP for the Bradford suburb of Shipley, has been granted an adjournment debate on the issue in the Commons because of the national implications of the case.

Mr Brian Hall, secretary of the Bradford branch of the National Association of Head Teachers to which Mr Honeyford belongs and which is calling the meeting, said he was confident the motion of support for Mr Honeyford would go forward to the association's annual conference at Scarborough next month.

Mr David Hart, NAHT general secretary, warned Bradford councillors before they reviewed the advisers' reports last week that they attempt



Ray Honeyford... suspension

ted to sack Mr Honeyford they would be taken to court.

The article which catapulted Mr Honeyford from unknown headship to the centre of a case before appeared in the *Salisbury Review*, a journal of conservative thought, with a circulation of 1,000.

Some Bradford Labour councillors criticized Mr Honeyford for the political complexion of the publication in which he chose to place his article instead of the serious educational press. In fact, a similar article was first submitted to *The TES*, but was rejected, although his articles had previously been published.

His first target was not multi-ethnic education but its champions. Despite being head of a predominantly Asian school, he claimed it was difficult to write honestly and openly of his experiences "since the race relations lobby is extremely powerful in the state education service. The propaganda generated by multiracial zealots is now augmented by a growing bureaucracy of race in local authorities."

By exploiting the enormous tolerance traditional in this country, the race relations lobby has so managed to induce and maintain feelings of guilt in the well-disposed majority that decent people are not only afraid of voicing certain thoughts they are uncertain even of their right to think those thoughts.

The practice of Asian parents taking their children out of school in the middle of term time for several weeks to visit Pakistan, disturbed Mr Honeyford. But what upset him more was the prospect of a public meeting called

by the authority to explain to parents that not only was the practice illegal, it was almost certainly illegal. The fierceness of the reaction to a similar response when he contested the fashionable excuse for the comparatively poor performance of West Indian children in school - "teacher prejudice and an alien curriculum."

This is "almost certainly bogus... The roots of black educational failure are in reality located in West Indian family structure and values and the work of misguided medical teachers whose motives are basically political."

In response to this statement, the Haringey Black Pressure Group of Education demanded that he should be immediately sacked and "teachers sent on massive in-service training courses... to purge them of their racist outlook..."

The article concluded that if England is a second language for most of the class, then academic standards will suffer. But nobody bothered about the minority of white children who have no pressure group to shout for them.

The article lay unnoticed for two months, then it was given plenty of air and a furor ensued. The "Honeyford" campaign has included marches, demonstrations, strikes, even an "alternative" school.

The campaign seems well thought out. The only name ever put forward on behalf of the parents' action group is Miss Jenny Woodward, a 30-year-old parent governor whose daughter leaves Drummond this summer. The clever organization contrasts with the rather naive utterances she has made. This suggests more experienced political campaigners supporting it.

Drumming up support has been one of the committee's strengths. Parents of more than 200 pupils wrote to the education officer last November asking for their children to be transferred to another school.

The most spectacular coup was the alternative school set up early this year for one week in the Pakistani Community Centre and attended by well over 200 children. To the disappointment of the Friends of Drummond Middle School - a support group much more recent than the parents' action committee - no condemnation of the school came from the director of education, Mr Richard Roper.

And it was Mr Roper who on November 10th was appointed. Mr Honeyford was suspended.

Overseas student loses fees appeal

Thousands of overseas students who had hoped to claim refunds of high tuition fees that they were wrongly asked to pay will be disappointed as the House of Lords decided in December 1982 that that interpretation was wrong, and that residence solely as a student did qualify.

Mr Orphanos had been living and studying in England for four years before starting his course at Queen Mary.

Lord Fraser ruled last week that, since Mr Orphanos had concluded his contract with the college in October 1982, knowing that he would be liable to pay donor fees, no refund was due.

If the college had lost the appeal, it could have been forced to refund some £250,000 to overseas students who had been mistakenly charged the higher rate.

As for the charge of discrimination, the Lords decided that charging greater fees to students on grounds of nationality was indirect discrimination, but said Queen Mary College did not have to pay damages because it had not intended to treat the students unfavourably on racial grounds.

Teacher accuses I.e.a. of discrimination

A Leicestershire teacher has accused the local authority of racial discrimination over the appointment of a coordinator at the Multicultural Resource Centre and is to challenge the authority at an industrial tribunal.

Mr Sushil Kapur, a teacher in Leicestershire for 20 years, has the backing of the Leicestershire Association of the National Union of Teachers and the Indian Workers Association (IWA), of which he is local education secretary.

Mr Kapur claims he was short-listed for the job in 1983 but failed to get it. A white teacher was appointed. Mr Kapur says he has degrees from Nottingham University, including an MEd in Multicultural Education.

Leicestershire teachers regard the action as a test case because they claim the authority is not implementing its equal opportunities policy. Although the area has a 20 per cent ethnic minority population, only nine of the authority's 7,500 teachers are black, according to the NUT.

The NUT has already declared a dispute with the I.e.a. over the issue. The case is to be heard at an industrial tribunal on April 15.

A spokesman for Leicestershire I.e.a. said the case would be defended, but declined further comment.



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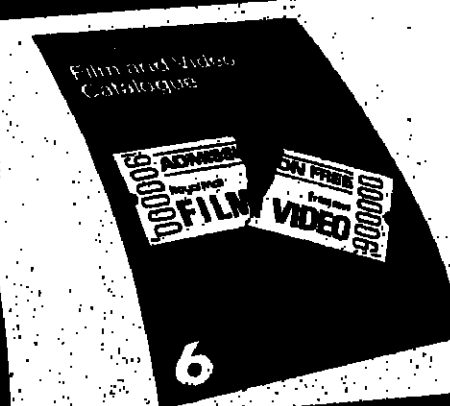
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Welcome addition... parent Mrs Madeline Froude helps a pupil at Sir Thomas Abney primary, Hackney, with her work.

Adriana Caudrey on how teachers' leaders view the influx of non-professional school helpers

A huge increase in the number of parents helping at primary schools has prompted teachers' unions to re-examine their policies on the controversial issue.

Teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, because so many parents are now entering the classroom to help children read - and are also starting to teach rudimentary mathematics to infants and juniors.

The increasingly high profile of parents in more than half the country's primary schools could pose a threat to the teachers' status. For centuries, teachers have been considered to be *in loco parentis*. Some fear that the roles are now being reversed, with parents *in loco domini*.

Teachers' views vary enormously from those who believe the trend actually enhances their role, to others who fear it undermines the teacher's professional status, and could also jeopardize staffing levels.

Many teachers support the philosophy behind the schemes, because they feel parents have a unique and important place in the classroom. Others condemn the practice as yet another example of voluntarism creeping into the public sector.

Arguments over the issue first erupted in Wigan, after Mr Peter Bentley, the deputy head of Chobwell primary school, Altherton, was shocked to find a grandmother in charge of a reading group at his school, and no teacher in the classroom.

Volunteer army steps into the firing line

which led to a union policy statement three months ago.

In areas such as Avon, Sefton and Nottinghamshire, some schools had 50 parents a week coming in to help. Most members approved of the practice and the way it was being carried out. But some criticized the absence of policies within their schools which would clarify parents' role. Others feared parents could distort the effects of working pupil/teacher ratios.

Both the NAS/UTW and the NUT are concerned that parents should not be enlisted to paper over the cracks in educational provision.

They draw a firm distinction between the use of parents and that of other volunteers, some of whom have been qualified teachers. They say that by using such volunteers, i.e. a.s. are getting trained teachers free, and can shift their responsibility to maintain staffing levels.

The NUT's primary advisory committee has started to draw up draft guidelines, examining the relationship between the school and the home, and the role of parents in the classroom. These may form the basis of a new policy document to replace the existing one, *Home/School Relations and Adults in Schools*, published two years ago.

Mr Barry Storer, a researcher at the University of London Institute of Education, has found that many heads use parental help with a sense of compromise.

He says that schools sometimes enlist parents for expedient motives, and then find educational benefits - but the reverse can also apply.

Mr Storer believes teachers have to work extra hard when parents are involved. In Sheffield, for example, parents came in large groups to teach their own children. The teacher has to plan an hour's work for 30 pairs of parent/child teams," he said.

Cowen has been in the vanguard of parental reading schemes. Pilot projects - part of the city's community education project - showed that children mainly from working-class families, and many at social priority schools, achieved reading scores higher than the national average for middle-class children after parental help.

One of the most shocking facts to emerge from the NAS/UTW inquiry was that an illiterate grandmother was hearing children read in one school.

It is a question of trying this, saying that, I have no formula. My wife is pragmatic, day-to-day one. I am a teacher who has the long-term strategy.

Most parents have been happy to read. But one mother objected, because she is not a trained teacher. The school respects parents' rights to prevent their children from reading in another parent. Similarly, they would respect any teacher's objection to having a parent in their class.

Mr Nigel du Gruchy, deputy head of the NAS/UTW, said: "We want to see parents in schools, but we don't want them to do teachers' jobs. The role should be complementary to that of the teacher, and not usurp it."

On reading, the union's official policy states: "It has always been our view that parents should take a keen interest in their children's education and it acknowledges that children progress faster if their parents help to teach them."

"Some parents have always helped to teach their children to learn to read before they start school, but this has been removed from teaching a group of children to read in a classroom situation, which requires the considerable technical expertise of the teacher."

Despite this, the union believes parents can be brought into the classroom as long as they defer to the authority of the teacher and are not being used instead of a teacher or placed in sole supervision of a class.

The union also recognizes that it has become increasingly important for parents to play a part in their children's education as more schools become community education establishments.

Mr Jos Boone, the incoming president of the NAS/UTW, said: "The union covers around nine less. A phone call in advance of a visit makes a trip less wasted and that they have the product you'd like to see."

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A future for the past

Some new techniques for history teachers

At the fuss of recent years the great majority of history teachers do not use computers, writes Nicholas Kinloch. This may be dispiriting news to the teachers, but facts are better than dreams. No one need look far to see the new technology remains a source of apprehension to teachers of this traditional discipline. Its complexity numbs the faculties; its jargon, from ROMs, offends the senses.

For the most part, it is expensive - perhaps the decisive issue in our new world. It is rarely a simple matter to find a satisfactory review of a computer. It is almost invariably impossible to obtain an inspection copy. Few heads are willing to spend precious money on materials 'sight unseen'. And, despite the persuasive arguments advanced by a new generation of 'mobile experts', there remains a persistent doubt that the whole exercise is more than a short-lived fad, the latest in a series of desperate attempts to do something with their bones: why should computers be any different?

The article is designed to encourage teachers, but not to bludgeon them into surrender. It accepts the criticisms that have been made above and seeks to avoid the technical terms in which devotees attempt to describe the microcomputer. Most surprising of all, given the subject matter, it is written in what appears to be an approximation of English language.

It is as axiomatic that no good can come from using computers to do what can more easily be done by other means. The computer is a more powerful tool than the other pieces of equipment most of us have in our classrooms, but a tool it remains. It is a powerful tool we need to do what it can do. This, incidentally, is quite different from knowing what it can do. This, incidentally, is quite different from knowing what it can do. This, incidentally, is quite different from knowing what it can do.

But first of all, why should we use microcomputers? Well, everyone else is. Bandwagons exist to be jumped on, and there seems little point in pretending otherwise if in fact they are turning into juggernauts.

Children, by and large, enjoy using computers, and it would be a shame if they accepted too readily the notion that this enjoyment is the strict preserve of mathematics and the sciences. Second, more and more historians - I mean real historians - are using computers. We should, perhaps, introduce pupils to them in precisely the way in which I hope we introduce all the other elements of the historian's craft.

Third, there are crucial ways in which this particular machine can help us in the task of teaching history much better than anything else can do. Perhaps the computer's principal role is its ability to store, analyse and render available large quantities of data. This capacity is so vast that really its application is limited only by the individual imagination. Successful programs exist in quantity for this aspect of history.

A helping hand for LEAs

Has anything you've read here whetted your appetite and made you want to explore the uses of micros in history teaching? If you'd like some advice or help then the first person to turn to is your LEA adviser. MEP tries to keep them informed about the latest developments.

Our regional information centres offer advice and let you try out a wide range of the latest software and view supporting in-service training materials where appropriate. Fourteen cover England, Wales and Northern Ireland. Scotland has its own SMDP and the address is given below.

Each centre covers around nine less. A phone call in advance of a visit makes a trip less wasted and that they have the product you'd like to see.

Despite initial impressions to the contrary not all simulations involve military campaigns. It is now possible, with two *Glenn Software* programs, to excavate the Mary Rose or to organize an Egyptological Expedition to Saqqara.

These two happenings would otherwise be rather difficult to bring about, even in the best-equipped school. At a time when evidence-based history-teaching has reached, probably unstoppable momentum, this is surely an encouraging development.

And how much is all this going to cost? And how are we to know which programs are good and which can be dismissed? Commercially produced software is certainly not cheap: about £35 a program seems to be standard. Even with subsidized publications - those from the Microelectronics Education Programme, for example - many department heads will think twice before blindly purchasing £15s worth of possibly ineffective software.

There are guides: you can subscribe to the monthly journal *Educational Computing*, which carries reviews of most new software. The TES extras often devote space to reviews and it might be worth building a file of these. Some less are beginning, somewhat

tentatively, to move towards something like an inter-library loan system, and such experiments seem likely to become more common as technological improvements mean that illegal copying becomes more difficult to do. But all this is in vain if history-teachers remain determined not to experiment with the new technology. Frankly I think that they do not have much to fear: the computer is never likely to dominate the classroom with the same effortless ease as the tyrant blackboard.

No teacher can be - or needs to be -

MEP wants to encourage debate among teachers and welcomes contributions from readers. If you would like to respond to any of the points raised please write to: The MEP Pack, Ellzabeth House (9/12a), York Road, London SE1 7PH.

About this page...

Over the next few weeks MEP will be publishing material relating to a wide range of topics: English, mathematics, health education, using computer based reference services, and so on. We hope that you'll find this helpful.

The MEP centre at Doncaster has set up a publishing operation *RESOURCE* - to provide low cost materials for education users.

In the area of history, they have produced *The Castle Pack*. Intended for an age range of 10-12 the programs and support materials will provide, for example, an example of the educational value to be found in the creation of a data file, supporting programs and other materials for investigation and use by children.

For children it provides an opportunity to discover something about the occupants of a typical small castle in the middle ages. At the same time they use a data file and develop an understanding of logical information processing and questioning techniques.

Further details can be had from *RESOURCE* at South Yorkshire & Humberside RIC (see address list).



For the children of St Aloysius RC primary school, Hebburn, Tyne & Wear, the Mary Rose package provided an opportunity for poster design and model making as well as using the computer.

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At its best the computer will periodically add excitement and interest to otherwise possibly stale topics. For many weeks of the average term, in my experience, this would seem to be justification enough.

(Nicholas Kinloch teaches history at the Netherhall School, Cambridge: he is the author of 1914 (CUP), a computerized simulation.)

Further reading

If you would like to read contributions from a wider range of colleagues, covering primary and secondary phases, then you will find the latest MEP reader of interest.

Exploring History with Microcomputers, is edited by John Wilkes and published for MEP by CET. There are a total of 18 essays under three sub-headings: Beginners Please; All Sorts and Conditions - CAL activities throughout the age range; Theories and Reflections.

In his introduction Professor G R Batho, chairman of the educational services committee of the Historical Association, writes: "A computer should be a catalyst for, not a substitute for, reading and classroom discussion. Computers will be as good as history teachers make them; they are tools to be used imaginatively, not masters to be served."

The essays in this book constitute a significant contribution to the discussion of the problems presented, and the opportunities offered, by the coming of the computer in our classrooms.

Exploring History with Microcomputers ISBN 0 85184 137 9. Price £10 plus postage and packing from CET, 3 Devonshire Street, London W1N 2BA.



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For the primary teacher

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(Above) One of the OHPs that along with slides, audio cassette and posters, etc make up the INSET pack. (Right) The front cover of the story in *The Castle Pack*.

As part of its continuing support of in-service education and training the MEP primary team has produced a teacher training pack that makes use of the Mary Rose package mentioned elsewhere.

The pack contains tutor guidelines and a comprehensive selection of resources for training primary teachers in the use of the Mary Rose simulation in the primary classroom.

The guidelines are offered to teachers, college lecturers and others who are responsible for setting up and running short courses for primary or middle schoolers in the classroom.

One aim of the pack is to show how a computer simulation can be used to develop a range of skills, concepts and attitudes across the primary curriculum.

Further details of the pack can be had from the MEP Primary Project Team, St James' Hall, 50-52, 4NR, Colchester, Essex CO1 1JN. Tel: 0206 962 9616.

Under the title *The use of the computer in the study and teaching of history* the 64 AS pages of text contain transcripts of lectures from Derek Turner, HMI (The story so far); Richard Emms, Imperial College, London (Possibilities and priorities for the future); and Peter Denley, Westfield College, London (The use of computers in historical research).

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NEWS

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Richard Garner reports - below and opposite page - on the NUT conference in Scarborough

Exams safe as delegates back escalation of strike action

Delegates gave overwhelming support for a conference call from the NUT executive for an escalation of strike action in schools during the summer term.

Calls for a ballot on disrupting examinations and a one-day national strike of all teachers' unions were heavily defeated, although the conference did agree to give the executive the power to intensify action if necessary.

Under the policy agreed, schools in selected areas will face an indefinite series of three-day strikes. The plan is to concentrate the campaign on "sensitive constituencies" and make teachers' pay a key issue in the forthcoming county council elections.

Mr Don Winters, the union's treasurer, said that in the coming term there would be three-day strikes in some schools "in the first week, in the second week, in the third week and in the fourth, fifth and sixth weeks and for as long as is necessary."

The motion also called for a continuation of the current three-day strike campaign in different areas - and allows local union leaders to determine whether to opt for action ranging between half-day and three-day strikes.

In addition, teachers are being asked not to complete end-of-term reports, school records or pupil progress as well as the sanctions already being taken. Teachers are also being

asked not to become involved in curriculum innovations outside school hours - which would include work on the introduction of the new 16-plus examination.

To finance the action, all members are being asked to donate a day's pay to the union's strike fund - which currently stands at about £9 million. If all members contribute it would bring in an extra £3 million.

The recommendation put forward by the executive was agreed with hardly a vote against it - and no amendments from the floor being accepted by the conference.

A call from the Birmingham branch for a ballot on non-cooperation with this year's public examinations was heavily defeated after Mr Frank Lowery, from Newcastle, had warned that the action would not affect private schools and only serve to make "the rich richer and the poor poorer."

Dr Walter Roy, chairman of the union's education committee, said the executive had received advice that there could be legal difficulties with such action.

"Under the 1984 Trade Union Act, there has to be a dispute for a ballot on action and there is no dispute between those of our colleagues who have entered into a contract with any examination boards to enter pupils for examinations and the 'boards' themselves," he added.

Mr Mike Morris, from Birmingham, had argued that the ballot was the only way to ensure "movement in the near future" in the dispute.

An amendment calling for a one-day strike of all education unions was defeated after Mr Peter Griffin, ex-president had said: "We've gone past the days of demonstration. We are too far down the road of industrial action to consider something as trivial as a one-day strike."

Another amendment calling for indefinite strikes in some areas such as Mrs Thatcher's Finchley and Sir Keith Joseph's Leeds constituencies was also defeated as was a move for a compulsory levy towards the strike fund.



Vote, vote, vote... one delegate prepares to ballot at Scarborough

Agenda still exists - l.e.a.s

Local authority leaders still believe there is "an agenda for talks" to solve the current pay dispute, Mr Gordon Cunningham, Education Officer of the Association of County Councils, told the conference.

Giving the traditional welcome speech to the conference from the local authorities, he said that the local authority restructuring package was still on the agenda and he believed talks could cover "a whole range of issues".

Mr Cunningham hoped the two sides could agree a programme which would lead to a "positive request for investment in the education service - beginning with the salaries of the teaching staff in it".

He quoted Mr David Hart, NAHT general secretary, speaking of the "uncertainty" of taking industrial action before negotiations had finally broken down and Mr Derek Dutton, president of SHA, telling teachers to "stop moaning".

Mr Jarvis said: "If they are not prepared to lift a finger to support the rest of the profession, their spokespersons should keep quiet."

"We're used to carrying them on our backs. We don't want to find their knives in our backs at the same time."

He revealed that the teachers' panel would meet next Wednesday to discuss the suggestion by ACAS, the conciliation and advisory service - and one which had been welcomed by the employers - that there should be conciliation in the dispute.

But, Mr Jarvis said: "That doesn't appear as a major initiative to us. It is not borne out of any serious change of

Jarvis warns heads' leaders on 'stab in the back'

Headteachers' leaders were told not to "stick their knives" into teachers' backs.

Mr Fred Jarvis, the NUT general secretary, said that the National Association of Head Teachers and Secondary Heads Association has "done nothing whatsoever to support the pay claim and had given support to the Government and the management panel".

He quoted Mr David Hart, NAHT general secretary, speaking of the "uncertainty" of taking industrial action before negotiations had finally broken down and Mr Derek Dutton, president of SHA, telling teachers to "stop moaning".

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But, Mr Jarvis said: "That doesn't appear as a major initiative to us. It is not borne out of any serious change of

mind of the management from the position they took which caused the action to be taken.

"Possibly some teachers' associations may clutch at it but our position that it would be utterly mistaken to build any hopes with it."

He acknowledged for the first time publicly that NUT leaders had secretly met Labour Party members of the management panel. But, he added, "No agreement has been reached. No deal has been done. No figures have been mentioned. No underlining has been given on our part to return to the talks on pay and conditions of service. Nor is anybody seeking to resorted arbitration by any other name."

The purpose had been to persuade the local authorities of the teachers' case and press for a better pay offer through the Burnham Committee.

"There has been no trade-off as far as we are concerned," he insisted.

Mr Jarvis added that the structure package was now "a dead duck", saying that he felt a Commons statement by Mr Bob Dunn, DES Under-Secretary had convinced him that the Government was now considering a new merit pay package which would also reward specialist teachers to replace the existing structure package put forward by the local authorities.

Third l.e.a. set to clinch deal to fight rate-capping

A third local education authority was poised to sign an agreement with the NUT to protect teachers' jobs and education services in the face of the Government's rate-capping legislation, Mr Fred Jarvis, the union's general secretary, said in his address to the conference.

A labour-controlled North Tyneside joined Sheffield and Avon in negotiating such a deal with the union under to be able to use the courts, through the 1944 Education Act to fight rate-capping.

Mr Jarvis told the conference: "By entering into such an agreement with the union, individual l.e.a.s would be committing themselves to the level of services they have decided they are obliged to provide in keeping with the requirements of the education legislation."

He added: "As yet, no agreement has actually been signed but it is our sincere hope that signing will not be very long delayed."

Mr Steve Byers, chairman of North Tyneside's education committee, told a fringe meeting that next year most of the authorities facing rate-capping would be l.e.a.s.

He said: "I believe non-compliance - that is, refusing to set a rate in protest at the Government legislation - must become a moral and political imperative for these councils."



Fred Jarvis... commitment to jobs

Meanwhile, a call for strike action in support of local authorities who refuse to set a rate was decisively rejected by conference delegates.

The call was made by teachers from Southwark, London, one of the authorities which has so far refused to set a rate this year. They urged the conference to sanction "when necessary" strike action in support of authorities pursuing a policy of non-

compliance with the new legislation. Ms Hilda Kean, a delegate from Westminster who is also leader of Hackney Council, another authority defying the legislation, said there would be massive redundancies if the authorities complied with the law.

She added: "The union has a duty and responsibility to support them and defend education."

However, Mr Harry Dowson, executive member for Sheffield, said: "There is no way we can finance the action you decided to start on Saturday on pay and this." It would cost the union £1,821,000 a month if Sheffield's 3,000 teachers went on strike. However, they were supporting the authority's stand in refusing to set a rate by giving up two hours pay to help any financial penalties councillors might incur.

The conference also decisively rejected an amendment tabled by the union executive which omitted any reference to strike action but spoke of the need to sign local agreements with l.e.a.s.

Ms Julia Alterman, from the Inner London Teachers' Association, opposing the executive, said: "We have as much chance of stopping rate-capping by waving the 1944 Education Act as Chamberlain did of stopping World War II by waving that infamous bit of paper."

Boycott likely on forced assessment

Teachers are likely to boycott assessment procedures if Sir Keith Joseph, the Education Secretary, goes ahead with a threat to introduce legislation compelling local education authorities to assess their teachers, the conference was told.

Mr Peter Griffin, ex-president of the union, said in opposing a motion from the Reading branch that if Sir Keith refused to withdraw his threat: "This executive will lead this union in much more effective ways of fighting it than strike action."

Dr Walter Roy, chairman of the union's education committee, added: "We may advise our members not to participate. You can hardly be assessed if you are not prepared to be assessed."

The union - along with other teachers' unions - is due to meet Mr Jim Langtry, head of the teachers' branch at the Department of Education and Science, next Monday to discuss assessment. An amendment to the Reading motion tabled by the

executive and accepted by the conference made it clear that the NUT is not opposed to assessment as a means of aiding promotion and professional development but is categorically against linking such a scheme to merit pay.

Dr Roy added that he would give Sir Keith 10 out of 10 for the way he handled assessment but 10 out of 10 for "humbly".

Mr Hamish Joyce, from Waveney and Yoxford branch, in Suffolk, one of the two areas chosen for a pilot appraisal scheme, said the union had been on the verge of signing a pilot agreement with Suffolk just before Sir Keith made his legislation threat.

He said the scheme had largely been promoted by the drive and enthusiasm of the county council's chief education officer Mr Duncan Graham. He said: "We had a pilot scheme ready to go based on the principles in *A Fair Way Forward*. We were completely and utterly surprised when Sir Keith said he was minded to introduce assessment by legislation."

Merger campaign

A campaign for a merger between the NUT and the National Association of Teachers in Further and Higher Education was launched at a fringe meeting organized by the Socialist Education Association.

Mr Tony Miller, the Socialist Education Association's executive, said he would announce in 1986 a campaign for the eventual merger of the Association of University Teachers, NATFHE and the NUT.

He said that joint meetings would be arranged throughout the country to plan a strategy for the eventual merger. If successful, the new union would have about 330,000 members.

Miners debate move fails

The union's full-time branch failed in a move to get an emergency debate to call on the TUC to launch a campaign for an amnesty for striking miners dismissed by the National Coal Board.

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Dual membership may end

Delegates gave a clear indication they wanted to end the dual membership arrangement with the National Association of Head Teachers or Secondary Heads Association.

Mr David Frith, a deputy head from Bradford, said head teachers should not be excluded from the union but that it was "hypocrisy" to allow dual membership.

He added: "One Bradford head-teacher (with dual membership) put on his other hat during the dispute and walked right through an NUT picket line."

Mr Harry Brokenbush, speaking for the majority, opposed the motion, saying: "What we want at this stage is unity - what we want least is a witch-hunt."

However, delegates gave firm support to the move and a rule change is likely to be brought before next year's conference - which would mean dual membership ending from January 1, 1987.

Mr Fred Jarvis, NUT general secretary, said afterwards: "There is a pretty clear mood about this which has been very much occasioned by what we have had to put up with in the past six months and the activities of the leadership of the NAHT and SHA."

Mr Clifford Heyes, assistant secretary of the NAHT, welcomed the move. He thought most heads would put their children first and foremost and "use their professional conscience to mitigate the effects of strike action on their children."

Retirement call

A call for a national agreement on voluntary retirement allowing teachers to leave the profession at 55 was unanimously agreed by the conference. An amendment encouraging branches to oppose the introduction of premature retirement if it meant a loss of teaching time was defeated by a narrow margin.

Murder condemned

Delegates paid tribute to Senator Manuel Guerrero, president of the Sanfco Teachers' Association, killed by a right-wing death squad in Chile recently.

Mr Gordon Green, the NUT president, said conference would condemn such acts of barbarism.

Thatcher warned of classroom chaos

by Adriana Caudrey

Mr John Burrell, outgoing president of the Ulster Teachers' Union yesterday warned the Prime Minister that she would "provoke chaos in the classroom" unless she met the teachers' pay claim.

Dr Burrell launched the union's annual conference in Belfast saying: "We are just enough removed from the main conflict to advise. Perhaps the fact that we have preserved areas of peace in the schools of this province during the past 15 years of civil conflict and strife gives us the right to be heard."

He told the conference that Government cuts in education spending hurt Northern Ireland more than other parts of the United Kingdom because of the province's particular problems, including the political troubles, and the high level of unemployment.

These, he argued, should give rise to an emphasis on education, whereas at the moment the bottom of the list of provincial government priorities.

Dr Burrell called for an end to the cuts in teacher numbers. In some local authority areas as many as 25 teachers' jobs have been shed this year because of falling rolls.

A resolution put to the conference by the union's central executive committee called for the Government to review urgently pupil/teacher ratios in the province.

Another resolution called for the Department of Education to set up a working party to explore alternative sanctions for that of corporal punishment.

Dr Burrell told the conference: "Ulster has had more than its share of upheaval and indiscipline. Teachers and schools therefore need all the means possible to maintain the standards within the school situation."

The UTU represents 2,000 teachers in the province.

NEWS

Teachers' pay and the performance of Sir Keith Joseph as Secretary of State for Education were the dominant themes of the three teacher union conference presidential addresses this week.

Working day and night just to make ends meet

Teachers are being forced to work in bars, drive taxis and work on building sites in the evenings to bring their income up to a decent standard, Mr Gordon Green, the incoming president of the NUT, said in his address to the conference.

Mr Green told delegates it was a "national disgrace" that many teachers could not afford to stay in the profession, adding: "I wonder if many of the general public realize that some of our

provoked teachers by turning from their erstwhile neglect of education to "open hostility". Police pay had risen by 96 per cent since 1978, average earnings by 82 per cent, teachers' pay by 46 per cent and MPs' salaries by 144 per cent.

Against this background, he argued, it was a "downright liberty" for the employers to call for a "serious-worsening of conditions of service" as outlined in the local authorities' structure package.

He said that Sir Keith Joseph should have offered "a gesture of gratitude" to teachers for their patience in waiting to be rewarded for their work instead of a call for regular assessment.

"What it all boils down to is that it is simply cheaper to pay the less than it is to pay the many," he added. "Payment by assessment would be more than a swindle - it would be wage-larceny on a grand scale. Where the humber comes in is the parading of fancy excuses that are being used for what would be nothing more than a cost-cutting exercise."

Mr Green said that Sir Keith and Tory backbenchers had made a very serious accusation that the teaching force was not giving "value for money".

NUT

colleagues on the lower scales of pay are actually entitled to supplementary benefit and that their children qualify for free school dinners."

Mr Green added: "It is scandalous that these young people who started out with the highest ideals and genuine commitment are being forced to reconsider their first choice of a teaching career because the head-hunters of commerce and industry can offer them higher salaries, better prospects and a guaranteed midday break."

He said that the Government had



Gordon Green

but could not give any indication as to how many were failing or in what way they were failing.

Mr Green attacked the notion that the country could not afford to pay for education, adding: "The Government can afford £10 billion for Trident. The total cost of the war and maintenance of the Falklands is estimated to cost £3 billion by 1986. That is over £3 million for each family on the island."

"At that rate this Government is prepared to spend more money on one Falkland Island sheep than on school books and equipment for our children in schools."

However, he warned that the education service could soon be saying

"Come back, Sir Keith, all is forgiven" if he was succeeded as Education Secretary by Mr John Selwyn Gummer, the present chairman of the Conservative Party.

"He has attacked the bishops, us - he seems to spend his time squeaking (sorry, speaking) on every conceivable issue," said Mr Green. "Most of what he has to say can best be described as 'silly'."

"I get an awful feeling he is trying to become Sir Keith's successor. If he becomes Secretary of State it would be like handing a box of matches to a pyromaniac."

Richard Garner

Burnham committee 'a disaster'

The new president of the National Association of Schoolmasters/Union of Women Teachers, Mr Joe Boone, has condemned the Burnham negotiating system as "an unmitigated disaster" and attacked union "freeloaders" in the teachers' panel.

In an outspoken presidential address to his union's conference in Torquay, he called for an urgent reform of the negotiating machinery, and for union and the local authority employers to mount a joint campaign against the Government.

Mr Boone said he could not understand why Burnham and the Council of Local Education Authorities (CLEA) teachers committee had been defeated by a majority of the members of the teachers' panel.

"One could understand Burnham being so resolutely defended if it had consistently delivered good deals for teachers. It is the very antithesis of the concept of free collective bargaining."

"It would have difficulty negotiating its way out of a paper bag, and it has presided over a 33 per cent wage cut for our members."

Mr Boone called for more cooperation between unions in the teachers' panel but added that there could be no genuine cooperation while one union - the National Union of Teachers - held a dominant block vote.

NAS/UWT

He went on to deliver a virulent denunciation of the Professional Association of Teachers, which belongs to the schoolteachers' panel but whose members are pledged not to strike.

"The so-called 'Professional' Association of Teachers is just a free-lance union. Their counter-fet claims and postures seek to hijack the word 'professional' as though they have a monopoly on its meaning."

Mr Boone also attacked head teachers in other unions who could not bring themselves to strike, but who "squeal when there is as much as a far of a first-rate pay increase - and stand to gain the greatest rewards of an increase."

Mr Boone spared some venom for the local authority employers of the management panel who, he said, were less hypocritical. "When it comes to teacher performance we hear a lot from them about how teachers should behave in a professional manner... but what about the other side of the coin, the professional role for the job? Suddenly, our elected representatives of national and local government forget about professionalism and talk about market forces."

He recognized, however, that local authorities were no longer able to talk into their pockets to find extra money for teachers' pay. "The guilty one now is the Government itself. It is the Government which holds the reins of power. It is the Government we have to confront."

Mike Durham



Joe Boone

Much written schoolwork 'waste of time' says APU

by John Bald

Too much of what is written in schools is a "waste of time", an international meeting was told last week.

The claim was made at a conference on writing at the University of East Anglia, which heard of a new writing project to be launched in up to 20 local education authorities, in September.

Dr Tom Gorman, of the Assessment of Performance Unit, said that much of the writing in schools was "a complete waste of time". Children had to write too much, teachers did not have time to discuss work with them individually, there was almost no evidence of group work or drafting, and scant opportunity for them to develop a clear understanding of the respective requirements of speech and writing.

Dr Gorman said that the APU's surveys had disproved the theory that

children "learn to write by writing", and that their performance on different types of writing tasks varied considerably - especially when they had to cope with the "useless, superfluous and unnecessary" conventions of inverted commas. Girls, however, had significantly outscored boys on every task the unit had ever set.

Mrs Pam Czerniewska, director of the School Curriculum Development Committee's new national writing project, argued it was essential to devise approaches to writing which would stand up in normal classrooms rather than small experimental groups.

She saw the project, which is to run for three years from September, as a broadly-based programme of action research involving a wide range of informal professional contacts in addition to the work of 10-20 participating L.E.A.s.

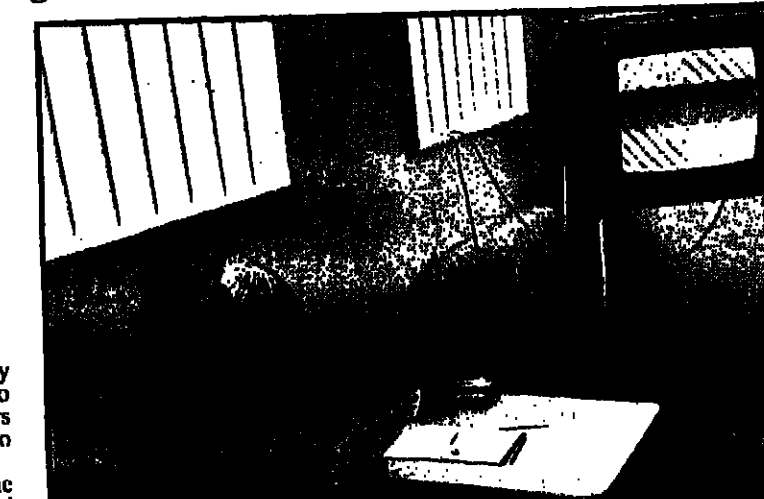
Topics to be covered would include writing and learning, curriculum continuity, the school and its environment, and the aim would be to extend the range and quality of writing rather than develop particular theories.

Mrs Czerniewska is keen to build on the work of the American National Writing Project, which has a network of 131 teacher training centres and provides workshops and seminars for over 70,000 teachers each year.

The tutors are selected teachers who are offered five-week "summer fellowships" at local universities. They then offer workshops to schools and groups of teachers, using practical tasks based on teaching experience to ensure that all members of the group are in a position to contribute.

David Budge on the grievances of the OU's prisoner-students

Barred from studying



Prisoners are starting Open University courses only to find that they have to abandon them - sometimes after years of study - when they are moved to other prisons.

The problems encountered by the 150 OU student prisoners in England and Wales were highlighted at last week's annual conference of the OU students' association in York University.

National executive member Graham Blythe said that 55 of the 150 were first-year students - a fact that indicated a fairly high drop-out rate.

"I think the main reason for this is the high degree of mobility of prisoners between prisons which is for security, assessment, rehabilitation and disciplinary purposes," said Mr Blythe, who proposed a motion urging the Home Office to increase the number of prisons that offer OU courses.

"If a student is moved to a prison where he is unable to pursue an OU course, he has to drop it immediately even though he might be on the point of taking an examination. The sheer frustration of this system is, I am sure, the major reason for drop-out and a major obstacle to rehabilitation in many cases."

In 1984, 28 prisons were designated for OU study and the Home Office announced last year that a further six were to be added to that list from January 1985. But as Mr Blythe pointed out, that still means more than half of the penal institutions in England and Wales are outside the system.

Graham Blythe is hopeful that OUSA will be able to have more contact with student prisoners in future, particularly in the months immediately prior to their release. He

also believes that the association's charitable trust could help to defray ex-prisoners' study costs until they find work.

But he is aware that such suggestions might prove to be controversial and is waiting for approval from the university before making detailed proposals to the Home Office.

OUSA may also have to spend some time convincing its own members of the wisdom of these initiatives, for although the conference endorsed his call for an increase in the number of prisons where OU courses were available and agreed that there should be more communication with prisoner students, some delegates were bitterly opposed to the plan.

Pam Hopkins, a Welsh delegate, said she would like to know how much the proposal would cost. "I am thinking of the interests of those students who are already facing financial hardship. I don't know how they would feel about the OU extending services for prisoners."

Another critic of the motion, Jo Vannier, of Leamington, echoed her views. "In Warwickshire we get no help whatsoever with the cost of our

studies and yet people like me are going to have to pay for these people. We have already supported Myra Hindley, among one of many."

Their speeches set the stage for the most dramatic moment of the conference for they provoked a reply from Neil Scorer, of Kingston, who surprised delegates by admitting that he had started his OU studies in prison.

"I got the OU bug in prison, and it has given me a whole new lease of life," he said. "I didn't mean to come up here and speak about it, but in view of the previous speeches I would urge you to support the motion."

The critics of the motion also provoked a strong reaction from Carol Bailey, of Altrincham, who works as a probation officer. She said that it was misleading to talk about OU students having to support prisoners as the Home Office paid for their courses.

"It's true that prisoners are moved about a lot and it is exceedingly difficult to study in these circumstances. Far from being easier to study for an OU degree in prison, I would say it was four times as hard as it is for the rest of us."

He said, "I can't tell you how frustrating it was."

This year Neil, a 34-year-old unemployed chef, has resumed his studies and is now nurturing a hope that he might one day enter the ministry. But he is still clearly aggrieved by his experience of prison bureaucracy.

"I think the prison service has a lot to learn about rehabilitating people," he said. "Some of the staff gave me a lot of encouragement, but others really made it difficult for me. They gave a person like me self-respect and makes him feel as if he is doing something constructive... and not many things in prison do that."

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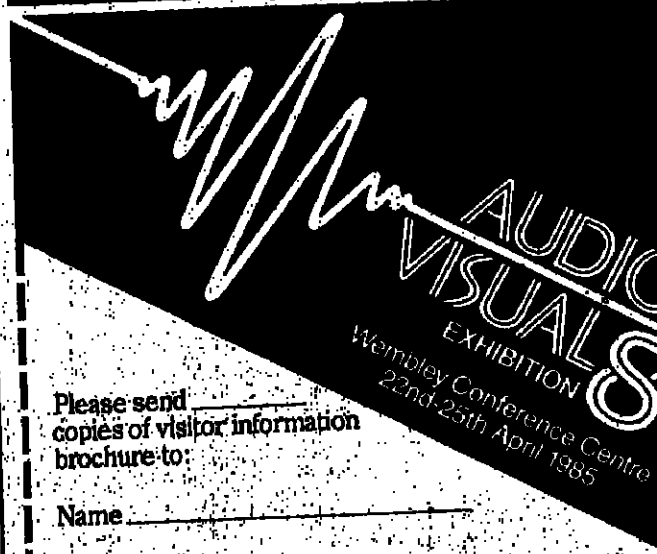
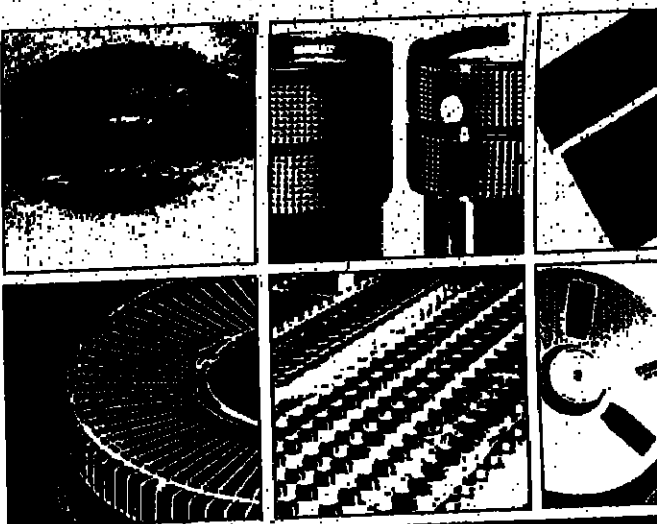
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Sir Keith accused of failing profession

Mr Edward Hartley said in his presidential address: "History may well judge Sir Keith to have been the most radical and innovative Education Secretary in this half-century." It was essential, though, that Sir Keith secured more money from the Cabinet for resources and for teachers.

"If he does not, then any benefit which might have arisen from the changes he is introducing will simply evaporate in teacher frustration and discontent. And if he cannot, then he ought to go."

Mr Hartley, assistant principal of Margaret Ashton sixth form college, Manchester, paid generous tributes to Sir Keith's record, but said he had made a serious error of judgement in not carrying teachers with him.



Edward Hartley

What might yet turn out to be his greatest achievement but for which he had not yet received credit was that "almost single-handed, he has broken off the Conservative Party's nostalgic, backward-looking love affair with the grammar school as the only kind of educational institution in which learn-

ing of any value can take place."

It was with his appointment that the stellar comprehensive-versus-grammar arguments of the 1950s and 1960s began to fade. "It was with his arrival, too, that Rhodes Boyson, the grammar school wolf in comprehensive sheep's clothing, fell silent and crept out."

There was every likelihood that Sir Keith would be seen as the Education Secretary who made the really decisive

been that they would sooner their children failed in a race worth running than come first in a race designed from the outset for the also-rans.

Sir Keith had also established national criteria to appease the grumblers, and extended the public exam system downwards through graded testing and achievement records to reach those for whom the present pattern was not designed.

His other strong policy, theme had been reform of the curriculum, said Mr Hartley. True, he had had been accused of being a contrailist, concerned to wrest power from teachers, schools and local authorities.

"Is that how it will seem in hindsight? Later commentators may see the change in far more subtle terms. They may point to Sir Keith's activating powers long latent in the 1944 Act. Whereas his predecessors had been content to tip-toe in the secret garden of the curriculum, he seized his powers to redesign the landscape."

But for all the significance of his achievements, Sir Keith had made one mistake which might still prove fatal. He had sought support for his policies by putting the impression in the public mind that what he sought would be achieved not because of teachers but despite them.

He had reinforced the myth that it was a cushy nine-to-four job, secure from dismissal and protective of the incompetent. "He has convinced with the malicious and ill-informed to foster the belief that teachers are responsible for football hooliganism, racism, unemployment, our industrial decline and a whole host of other social maladies. He has in effect consistently played to the gallery."

Mr Hartley said Sir Keith had not only failed to carry teachers along with him in what he was attempting, but had shown no sign whatever of thinking it mattered. "At 'teaching' was more stressful than ever before and morale in the profession had sunk to an all-time low."

"My message to Sir Keith is that he must do something to avert the crisis and do so before it is too late. He must actually argue effectively in Cabinet for the additional resources which he has thus far only dangled before us." If he failed here, the only alternative was to resign, Mr Hartley said.

Bert Lodge

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move to break the grip which the universities had held for so long on the examination system. And certainly it was he who had brought in the common examining system at 16, while his predecessors had merely dithered over it.

It was true that his proposals to introduce distinction and merit certificates into the new exam were firmly opposed by AMMA, the third largest teachers' union. They could look like a thinly disguised attempt to turn the clock back and reintroduce the old subject groups of the School Certificate.

Mr Hartley added: "But I wonder if that is his real motive at all? Is it not just as likely that by introducing these certificates with the echo of what older voters recall from their own school days, he hopes to establish the GCSE as an examination of 'proven worth'?"

The persistent message of parents had

SCHOOL TO WORK

MSC rebuked for snub to education

A Manpower Services Commissioner warned this week that the future of the two-year Youth Training Scheme is endangered by the exclusion of the education service from its central planning. He accused the Commission of a "carve-up" to ensure employer domination of the scheme.

Mr Wilson Longden, the Commissioner who represents the education service, said that education and local government were being denied any effective voice in the drawing up of the new YTS.

They were being kept out of the "inner cabinet" of Commissioners dealing with the policy and grudgingly allowed minimal representation on the committee of officials working out the details.

The aim, Mr Longden said, was to buy the cooperation of the Confederation of British Industry which would be left virtually to dictate the pattern of provision. The price, he warned, was likely to be that:

● The new scheme will be simply an extension of the present programme, and will not be able to meet the aim of offering training to all 17-year-olds;

● Any hope of unifying education-based vocational education and training based in industry will be lost;

● The trust and enthusiasm of the education service, of the voluntary sector, and of many employers outside the CBI, including the local authorities, would be forfeited.

Mr Longden said that the Commissioners were "acquiescing in this carve-up" and that the education service was being "robbed of its right to contribute heavily to the cost of the second YTS year."

"They are behaving as if it were a CBI scheme. But it is a state scheme which is costing the taxpayer an enormous sum."

He added: "This could be a super YTS, but only with the full participation of the education service and other groups. The MSC has insisted that it wanted that participation, but it is setting out to make it impossible."

It appears that Mr Longden, who has been the most diligent among the Commissioners in pressing for a two-year scheme, was given to understand by Mr Geoffrey Holland, the MSC's director, that he would be expected to serve on the YTS "inner cabinet".

But at last week's two-day meeting of the Commission it was announced that this would be restricted to a triumvirate of the MSC's chairman and representatives of the CBI and the TUC.

Observers do not expect the TUC to offer much resistance to any deal Mr

Nicholson sets up with the CBI. The paper Mr Holland put to the meeting made no mention of representation for either the local authorities or the professional education bodies on the working group of officials which will draw up recommendations for the triumvirate.

It said "this core membership should consist of CBI and TUC representa-

Edited by
Mark Jackson

tatives", but the Commissioners decided to invite one local authority representative to join the group.

As a result of Mr Longden's protests, Mr Holland suggested that he might join the officials' group to represent education - an unprecedented and possibly anomalous step for a member of the Commission.

Mr Longden will consult the further education associations before deciding whether to accept the invitation. He is angry that the careers service, whose role in making the existing YTS work is generally acknowledged to have been crucial, has not been asked to join the working group.

He will be inviting the Institute of Careers Officers to join an education service group he is setting up - one of a number of non-employer consultative groups whom the Commission suggests should be formed to feed in their views to the officials.

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Biddy Passmore on the latest statistics for youth employment

Youngest leavers hit hardest in jobs stakes

Only one in five 16-year-olds had a full-time job last year, compared with more than three in five a decade earlier. The biggest drop in the numbers going into employment has occurred since 1979.

Registered unemployment among 16-year-olds rose from 3 to 13 per cent between 1975 and 1984. It has been limited partly by an increase in the numbers staying on in full-time education but, more significantly, by the Youth Training Scheme, which involved one-quarter of 16-year-olds in January 1984.

YTS has, however, also absorbed a substantial number of jobs - some 50,000 since it was launched in 1983. These trends emerge in new figures from the Department of Education and Science about the activities of British 16- to 18-year-olds. While the pattern of shrinking employment and growth in full-time education and training schemes applies to the whole age group, it is most marked for the youngest school-leavers, whose numbers reached their peak in 1982.

The proportion of 16-year-olds in full-time education rose by 10 percentage points, to 43 per cent, over the decade up to 1984. Slightly more than half of the 130,000 extra students stayed on at school, with the rest opting for further education.

More girls than boys reacted to the jobs squeeze by staying in full-time education. Half of 16-year-old girls were still at school or college in 1984, compared with 40 per cent of the boys.

But, as girls tended to take shorter courses than the boys who stayed on, the gap had closed by the age of 18. More boys than girls were participating in YTS (28 compared with 22 per cent) and a bigger share of boys than of girls had jobs with some part-time training (8 against 4 per cent).

Overall, therefore, the same proportion - 76 per cent - of 16-year-old leavers of both sexes was participating in some form of education or training, full- or part-time.

Among the 16 to 18 age group as a whole, growing participation in full-time education caused a decline from 75 to 69 per cent in the share on the labour market. The proportion in employment dropped from more than two-thirds to just over 40 per cent over the decade.

January 1984 saw a slight increase in the numbers of 17- and 18-year-olds (but not 16-year-olds) in employment, after three years of decline.

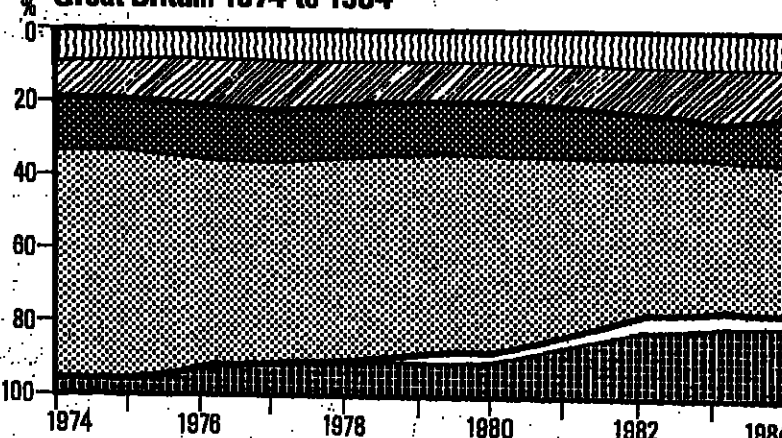
This statistical bulletin is a new and improved version of an analysis pub-

Age	Boys staying on		Girls staying on		All	
	1974	1984	1974	1984	1974	1984
16	34	40	37	50	35	46
17	28	28	25	36	25	31
18	15	18	18	17	15	17

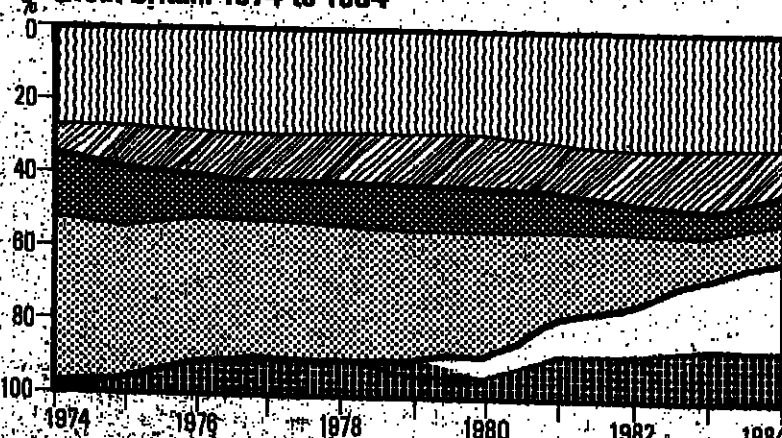
lished by the Department of Education two years ago (2/83) but the figures cannot be directly compared because, among other reasons, these cover the whole of Great Britain while the earlier figures covered only England and Wales.

DES statistical bulletin 3/85 is available from the Department's statistics branch, Elizabeth House, York Road, London SE1 7PH.

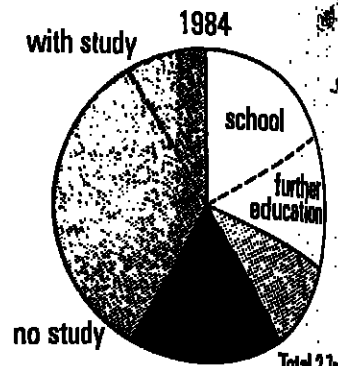
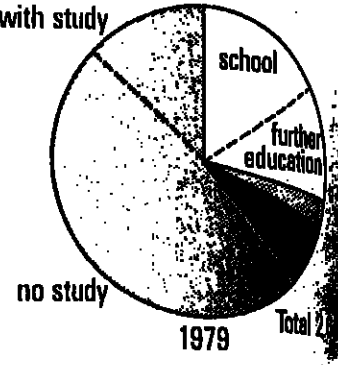
Educational and economic activity of 16 year olds in Great Britain 1974 to 1984



Educational and economic activity of 17 and 18 year olds in Great Britain 1974 to 1984



16-18s Where are they now?



Unemployment Education Work

Still little equal opportunity

A decade of official equal opportunity has made little or no impact on women's access to technology, according to a pamphlet published by the Workers' Educational Association.

The author, Cynthia Cockburn, found that women represent less than 10 per cent of the membership of leading professional engineering institutions.

In the engineering industry, women make up only 3.5 per cent of professional scientists, engineers or technologists; 2.4 per cent of technicians; draughtspeople and only three in a thousand of craftworkers.

But she discovered that 400,000 women work in the engineering industry, of those 50 per cent are unskilled or semi-skilled operators, 40 per cent are clerical workers and less than 10 per cent are in management posts.

Women and Technology, Cynthia Cockburn, WEA, 9 Upper Beak Street, London W1H 8BY, 95 pence.

Looking for firms needing engineers

The Engineering Council is attempting to tackle the immediate shortage of engineers and technicians by setting up a working party to find out what companies need.

Details of this initiative are contained in recent discussion document *Continuing Education and Training* published by the council.

It is aimed mainly at chief executives and senior managers of industrial and commercial organizations employing engineers and technicians, educationists and Government.

The document points to the need for greater emphasis on continuing education as new technological developments take place so rapidly.

The council welcomes an announcement of the Chancellor, Nigel Lawson, of a special programme costing £43 million to provide training places in engineering and technology in higher education, in the budget



Soviet soldier in Afghanistan

War games played for real

SOVIET UNION

Two Soviet psychologists have warned the Red Army that little is known about the motivation and willingness of young Russians to fight for their country.

Professor N A Belousov and Dr A V Benishchikov of the Belorussian State University said much research must be done if the authorities were to deal with the new problem for the Soviet Union's defences. Joining the armed forces, both for short-term conscripts and long-term soldiers, caused great psychological stress.

They were, reporting their new findings in *Sovetskaya Psichologiya*, advised military training officers to find ways of dealing with the imagined and actual dangers recruits find themselves in.

Methods of diagnosing the personal qualities of soldiers and studying the individual features of young people had not been properly researched and clarified.

In a section dealing with the preparation of children for war, the writers argued that it was important to give youngsters "fire preparation". School pupils must also be taught military topography and civil defence. Practical conditions must be created in which young people had the chance to evaluate the situation under war conditions, make decisions, and act in accordance with complicated battle instructions.

Exercises are being planned in which the aim is to give thousands of Soviet pupils the chance to take instant action under stress.

The researchers wrote: "It is not excluded that some children may erect a psychological barrier, owing to fear of gunfire, and a physical unready-ness."

They went on to argue that the psychological hardening of youngsters for war must be arranged through letting up complex field exercises and military sports camps and war games, which simulated actual war service, and asked schools to arrange physically demanding competitions based on war games.

It didn't quite fit the image of TEFL as portrayed in a university careers talk - increased competition for third world posts, high-calibre candidates, stringent sifting at interview.

"As a total novice to teaching, things began to feel a bit scary," Majeed (never mind), it's easy," the director asserted. "You can observe some clas-

Kenneth Shaw

ses tonight and then you will be ready to start tomorrow."

"At least with most students, young adults paying fees out of their own or parents' hard-earned cash, there were few disciplinary problems."

"Learning English may be an important social event in itself, but students take the learning part seriously too. In the vastly overmanned and frequently low-paid Egyptian job market, mastery of English can be the passport to more interesting and lucrative employment."

"Egyptian education tends to concentrate on rote learning at the expense of analysis and debate. Consequently while my students were probably rather more *au fait* with the intricacies of English grammar than the average British O level candidate, conversation came hard to them."

"The position was not helped by the fact that, with an eye to profit, the director had bulk-bought a set of textbooks which, to put it politely, were somewhat out of date."

"In all, 20 teachers were employed to teach nine different standards. At the end of a 20-lesson course, each teacher set and marked their own individual exam."

"With a reassuring confidence in my abilities all the students wanted 'Miss Louise' to teach them in the next

The three largest United Kingdom teachers' unions have spent this week debating their salaries and conditions - and how to improve their lot. However, as Deborah Turrell writes from her experiences in Colombia and Louise Taylor from Cairo, life abroad can be far tougher.

Mad dogs and an Englishwoman

"My friend and I were put up in a flat which was in the same building as part of the school. To get to the kitchen one had to go through classrooms."

"The difficulties arose particularly when one of us was ill for, initially, it meant being confined from 7.30am until 2.20pm within one's bedroom without drink or food. In a climate of 33°C plus humidity one can imagine how awkward this would be."

"Certainly one of us would try and squeeze in time to visit the other, but it meant being reprimanded by the headmistress for being late."

"After a holiday, I discovered my rings had been stolen (£400 in value). The break-in led to us getting two dogs - it was only after their arrival that we were finally moved into a more suitable flat."

"The dogs tended to bark from the upstairs when they heard children downstairs in the classrooms - this became an inconvenience for them. The dogs also put an end to the continual stealing of our food - for while we were upstairs a thief could, and did, walk into our kitchen downstairs. There was a side door leading from the school playground or 'patio' as it was called."

"In April last year, I suddenly became ill. At first I had severe headaches and went to the school doctor who, without diagnosing, gave me tablets which he said would 'cure' me. He imagined I had parasites."

"At first they made me sick, and then suddenly they knocked me out for such a long period of time that my flatmate was frightened enough to ring around for help."

"This led to my going to another doctor. He took me off all medicine totally, saying it was the medicine that had made me ill and that the original illness was probably over."

"I started to have fevers, but only at night. With my friend's help, I got through them but the school seemed not to believe in them and there I was being left totally unattended virtually eight hours during the day."

"I was put on to various types of drugs - sometimes I felt slightly better but my strength was diminishing and I was beginning to crack up. I was taken by my friend to the doctor and, lying in a fever of 100°F for eight hours, the malaria parasites were suddenly diagnosed. Relief overcame me - for surely malaria was easy to cure?"

"It was only then that the school believed in my 'illness' - but still they failed to call around to see me and continued to be angry at my friend for arriving late to school in order to see me and for simply taking her free periods with me. There was a threat of no pay and so on... All tactics used but, thank God, our relationship was too strong to be broken."

"For a few days I escaped fever. After the malaria diagnosis, we

thought the tablets might be working. "Suddenly, though, a fever came back. It upset my friend as much as myself - I was in a state of hysteria, apparently, and certainly felt as if I were going to die."

"Finally, after about 5½ weeks of being so ill, I decided that I had to get out of the country and be 'properly' cured."

"The school made an immense fuss but suddenly agreed - only they did nothing to get the papers organized. One needs a tax form to leave the country and this can only be got with other forms - While I had Spanish, my friend had little - yet the school refused to find time to help me, even with the pressure that some of our friends were putting on the head."

"Finally, my friend had all the papers and I only needed money to leave - summer salary in advance plus my savings. The school sent around a message saying they wanted all the reports that I'd been working on - I was developing three programmes for them - put together and completed. I was so weak - I'd lost about two stone in weight and had constant headaches and was quite depressed - that I spent the entire day crying while surrounded by all my folders of work."

"Somehow I got it done and the head 'cheerfully' came around for the first time, saying how I'd be OK after a rest."

"My friend had to stay out there - having become broke because of the school holding up her money and ruining her holiday with her parents in the States. By all accounts, it's still running in the same fashion."

"Realizing that I could do nothing - I asked them to leave my dog since my friend would arrange something and send my luggage to my parents' home. My luggage still hasn't arrived - £200 worth of opera tapes and a cassette recorder, books and clothes totalling £600. I'm not at all sure what I can do about it."

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Swann ignored Caribbean diversity

Sir - Professor Parekh (TES, March 22) makes an excellent case for the view that the Swann Committee's investigations should have taken a more sophisticated approach to the grouping of ethnic minority pupils for statistical comparisons. He gives clear examples of how this might have been done within the Asian community by separating Indian, Pakistani and Bangladeshi children, though there are some examples of separate figures given for Indians and Pakistanis.

My own feeling is that a similar sub-division of West Indian pupils would also have been revealing. There is clearly a difference in the history of educational development between the northern and southern Caribbean - standards of adult literacy have traditionally been much higher in the southern nations of Barbados, Trinidad and Grenada than in Jamaica in the north.

I believe that research directed along these lines might have shown that the attainment of West Indian pupils in British schools, whose families originated in the southern Caribbean,

was likely to be closer to that of white and Indian pupils, while that of Jamaicans overall might have corresponded more to the Bangladeshis, though middle-class Jamaicans would certainly have done better.

To argue that since almost all West Indian pupils were born here, these regional variations would not apply, is to fail to appreciate the long-term effects of higher educational levels across the generations.

There is also a need to examine the way in which social class is defined in relation to West Indians. If this is done solely by parental occupation this could be misleading: there are many West Indians doing jobs in this country which are associated with lower social status, let alone the unemployed, who originate from families which in the Caribbean would be regarded as middle class, such as landowners, entrepreneurs and civil servants.

Many West Indian parents and pupils will rightly be incensed by the impression given by Swann that these children are underachieving when, judged by all the usual educational

measures, they are not. Although the general tenor of the report's recommendations is to be welcomed, I fear its statistical comparisons may do a disservice to the West Indian community by reinforcing the already established stereotype of low achievement.

Failing to identify any sub-groups within the West Indian group and also by failing to attempt an analysis of the possible reasons for the success of some West Indian pupils, they may have served to perpetuate the very problem they set out to investigate.

MRS J SAMUEL
87 Old Bedford Road
Luton
Beds

Food for thought

Sir - I read with interest Professor Bhikhu Parekh's article "The gifts of diversity" (TES, March 29), but I was dismayed by his generalization that "home economics includes little more

than British and, to some extent, European styles of food".

Many ILEA schools have tried to foster an increasing awareness and sensitivity to the problems of dealing with a curriculum which aims to implement a multicultural, dietary goals-based syllabus, within home economics.

We have written a lower school syllabus which includes major areas of study of food, nutrition and spirituality. With food as the medium, we have celebrated festivals, such as Chinese New Year and the Festival of India (the Festival of India) and we have made a concerted effort to include recipes from many lands which not only teach practical cookery skills, but also illustrate examples of sound nutritional practice.

NICKY WADSWORTH
Head of Department
Home Economics
Hurlingham and Chelsen School
Peterborough Road
Fulham
London SW6

Greek lessons

Sir - In his Boyle lecture, Lord Hailsham is reported (TES, March 29) as having accused Enoch Powell of "talking the nonsense of nephalococcygia rather than practical politics or true political philosophy". Your reporter comments that "Mr Powell cannot sue for libel. No jury would know what nephalococcygia means."

Mr Powell, one-time professor of Greek, would of course recognize "nephalococcygia" as "nephelo" - referring to clouds - plus "coccygia" as cuckoo. Aristophanes, in *The Birds*, invented a cloud existing in mid-air, naming it Cloud Cuckoo. I doubt whether Mrs Thatcher applied the term, with this learned connotation, to Durham, though perhaps the new bishop of that city made the scholarly connection.

W H MITTINS
2 Hawthorn Gardens
Newcastle upon Tyne



Special schools

Sir - In the field of "learning difficulties" teachers have long been aware that they have not only to deepen their expertise in the classroom but to educate their political masters. This involves active efforts to inform and win the public. Attitudes have to be changed.

In 1980, in proposing an International Congress on Special Education "in the middle of the Warnock Decade", the National Council for Special Education was aroused by the evidence of demoralization in the special education sector as a result of local responses to the downward pressure of the economy. The delay in mounting the Warnock Inquiry (the Guild of Teachers of Backward Children had been campaigning for an inquiry since 1966) and the delay in implementing its recommendations (the report was published in 1978) have given time for the icy economic climate to freeze compassion as well as intelligence.

The recent report of the parliamentary committee on "community care", however, is not merely an indictment showing how a humane intention can be distorted in practice, but is a sign that not all hearts and heads have slowed down.

The Warnock Inquiry had proved to be part of an educational and spiritual process which drew in all sorts of people, and whose cumulative effect was recorded in the 1981 Education Act, as well as in legislation and regulations affecting health, social services and employment.

The international congress in Nottingham which might be called "an alternative perspective" to the one which produces "pushy... or indifferent parents". More than Nottingham will welcome the presence there in July, of those who recognize what is meant by special education.

Professor STANLEY S SEGAL
Chairman
Programme Committee
International Special Education Congress
and principal
Ravenswood Village
Crowthorne, Berkshire

Initial response

Sir - I read with interest Jackie Reid's letter (TES, February 1) regarding the plethora of initials used in educational circles, which many people do not fully understand.

Some two years ago, I prepared an advertisement based on the Initially Speaking theme, drawing attention to her point.

The advertisement which has been

published several times has drawn a sympathetic response, so I too would like to thank Susannah Kirkman for her article which I know fills a real need.

R T SWEENEY
Head of Publicity and Communications
Department
Bradford & Ilkley Community College
Bradford
West Yorks

Chess moves

Sir - Raymond Keene's article (TES, February 9) gave splendid coverage to chess. There is, however, no shortage of books for long juniors, their teachers and experienced chess players. But there is a great shortage of material for teachers who are less than experts and who are not sure how to begin or who are intimidated by the complexities of the books.

Hesitant teachers might be encouraged to know that the most successful primary school chess teachers do not give little direct teaching of chess but, instead, provide lots of varied playing opportunities which prevents a chess elite or by shifting masses of children vaguely looking for opponents.

The London Primary Schools Chess Association has just produced a book for chess organizers - price £1.20 and available from LPSA - with suggestions on starting and running a chess section on all tournament formats, chess outside the school, law, adjudications, contacts and a booklet.

JANE LAWRENCE
Assistant General Secretary
London Primary Schools Chess Association
10 Ashchurch Terrace
London W12

Multiple draw

Sir - Delighted though I was to see the picture of Steven Woodford, from this school, (TES, March 22) as captain of the Tower Hamlets under-9s team, there is a slight error which I am obliged to correct.

The Tower Hamlets team is drawn not solely from Cyril Jackson School as the text suggests but from several schools. Many of the chess enthusiasts among your readers are aware that the strength of chess in Tower Hamlets is due to the large number of schools playing and the time put in by some enthusiastic teachers.

For the record, children from Mayflower, Virginia, Stewart Headlam, Marion Richardson, Bonner, Ben Jonson and Cubitt Town schools as well as Cyril Jackson will be contesting the finals on April 27.

Shades of opinion

Sir - It was kind of Francis King to have written ("A gap in the spectrum", TES, March 15) in support of the GLC Literature Competition.

He raises the question of whether Londoners of Chinese and Vietnamese origin are eligible to enter the competition: the rules clearly define "black" as meaning "of non-European origin". Chinese and Vietnamese are therefore eligible, along with Londoners of African, Caribbean and South Asian origin.

We are anxious to avoid the impression that white writers are excluded from the competition. The largest prizes in the competition, for published work, are in fact open to all Londoners.

Further details and entry forms are available on request.

PRABHU S GUPTARA
Organizer
GLC Literature Competition
County Hall
London SE1 7PB

Independent means

Sir - Paul Flather's article (TES, March 29) was a welcome exposure of far-right elements within the Federation of Conservative Students.

However, he does Warwick University students a grave injustice in claiming that they elected Fred Glendeney as president of the students' union. In fact Glendeney never held any union position during his time at Warwick, despite standing on a number of occasions. He came closest in 1979, but was then hiding behind the label of "independent".

SIMON BOTTLEY
20 Anerley Hill
London SE19

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

There is such a thing as reincarnation then Harry Greenway, the Conservative MP for Ealing North, will surely come back as a polo pony - a small, disarmingly friendly creature, given to anticipating obstacles, turning on sixpences and making off in the opposite direction at great speed.

I think he would like the idea - it would seem a proper corollary to a career spent promoting education in the saddle and all things equine and it is certainly no less unlikely than our conversation.

There we sat in the Commons tea-shop (Welsh rabbit, the PM's favourite, at 35p and laggots and peace pudding 95p), me pondering the psychological significance of his shiny, sky-blue club from being attended by a chess player and him chatting cheerfully to the tape recorder. And I have rarely disagreed with anyone so often in my life.

You'd have thought that as one ex-teacher to another, we'd have had a lot in common. He talked about the industrial action ("doomed to failure they should have negotiated a no-strike agreement for the three years"), assessment ("I'd have thought they'd be clamouring for it - though not a creeps' charter"), nuclear deterrence ("and the so-called peace movement") and the Gillick ruling ("not before time... with doctors shelling out pills like jelly babies and positively encouraging promiscuity").

The only thing we agreed on was that schools might elect their own headteachers and that unions are "a good thing" and closed shops, including the GCHQ variety, bad. But it was all so relaxed and cheerful, the mood, even when discussing defence, so buoyant and the rationale so elusive, that I half expected to see the White Rabbit rush by or Dormouse emerge from the dumpy little House of Commons teapot.

First though, we had a quick canter through his CV. Born 1934, graduated from the University of Oxen and taught at Millbank school till 1960, on to Sir William Collins as head of English, senior master and deputy head and thence to Sedghill and a deputy headship from 1972 to 1979 when the voters of Ealing sent him to Westminster.

And on the way he collected things - "big jobs, coaching qualifications (tennis, cricket, hockey, baseball, ski-ing...) and committees." Harry Greenway collects committees like a 10-year-old collects gymkhana rosettes.

There's the British Horse Society, the London Schools' Horse Society, the all-party (horse) racing committee, the all-party greyhound committee - "I don't actually know much about greyhounds yet but my constituents you see (the White City being where it is) are very enthusiastic." By now, he had the bit between his teeth.

There's the Conservative Party education committee, the Conservative Party national advisory committee on education, the education section of the pro-NATO, pro-nuclear British Atlantic Committee, the Conservative Teachers' Association and, not to be confused with the aforementioned, the notorious Federation of Conservative Students - "though whether one should feel proud of that is another matter. Anyway we try to hold them steady." And that's not all.

Add to this regular dawn runs in the park followed by regular post-dawn gallops with the Cavalry and you begin to get the measure of the man. He takes his fancies straight.

"I have always managed to keep up my riding, like to get down to the country for long rides and big jumps. Big jumps keep your courage up. You need courage in school as much as in Parliament - courage and integrity - whether it's putting yourself on the line in a matter of faith at a school assembly for 2,200 or standing fast by what you believe is right in the face of tremendous opposition."

It is very noticeable that the public school down the road don't go on strike.

"I loved teaching. I was heartbroken to leave, though of course I was very proud to be elected. I always wanted to teach. It was a vocation. And at the same time it was my ambition to get into Parliament."

Watching him juggle committees, schoolwork, evening classes, riding camps and all that constituency work in the years leading up to his election, his colleagues were fascinated, he said.

Now in his second term, he loves the life. "You need the same skills in politics and teaching - the ability to be able to talk to anyone, listen to all sorts of people. The difference is that here you are your own boss, you can do things your own way. I have a reputation for being very independent -

led the Tory revolt on student grants, voted against the Government on heavy lorries."

He makes a point of keeping in touch with schools. He says he visits one at least once a fortnight to chat, debate or take assembly, and that as a member of AMMA and the Secondary Heads' Association he has his finger very much on the staffroom pulse.

"Anyone with any political instincts would have cancelled the (teachers') action. They know the Government has just come to the end of a tough miners' strike. The teachers have misread Keith Joseph's character, pushed him up against a wall, and now he's dug his heels in."

"Not to comment on the rights and wrongs of the case," he said, jinking away from any discussion of morale, moonlighting or the exodus from the profession, "I think they have to make the case by reason, go to arbitration maybe, accept appraisal to give public proof of their professionalism. It is very noticeable that the teachers at the public school down the road don't go on strike."

As for what goes on in schools, as a convinced Anglican with leanings towards the fundamental Baptists, he is very concerned about religious and moral education. "I think that's the way to end football violence, not by locking people up - it's like riding a difficult horse, you do it more successfully by giving it freedom."

He does not extend the same liberal approach

Harry Greenway MP canters through his views on the teachers' dispute, teenage promiscuity and peace studies with Susan Thomas

Tally ho!



Photograph: Chris Davies

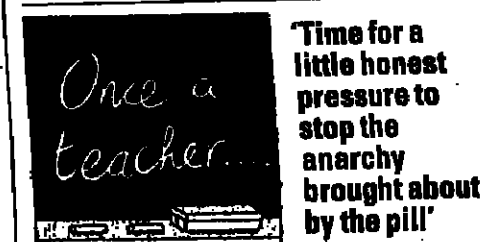
to sex education however. He supports the stand taken by Mrs Victoria Gillick and seems unconcerned about the impact of the legal ruling with its attendant risks of more unwanted teenage pregnancies.

"The Pill is a great divider of families. I have colleagues in this House who are able to talk to their daughters and yet find they've been stuck on the Pill without their parents' knowledge." Yes, he conceded, may be that did mean they could not actually talk to their daughters as freely as they had supposed, but still it was time for a little honest pressure to stop the anarchy that easy access to the Pill has brought about.

"And the Gillick ruling has given it. The EPA and the Brook Advisory Centres are doing a damaging job - so rarely putting sex in a loving relationship," he said with bland disregard for all the careful work on responsibility and relationships done by both organisations for young people and families. "Brook is just a commercial organisation trying to sell more and succeeding."

In fact the Brook Advisory Centres is a registered charity and is not, and never has been, a commercial organisation. It provides free contraceptive treatment and care under the National Health Service, spending a great deal of time counselling each client. Its annual review shows that 86 per cent of the funding comes from the DHSS, local authorities, health authorities and family practitioner committees. The rest is made up of small donations and subscriptions. The report also shows how effectively teenage pregnancies and abortions have been kept down since the Pill was made available to young people.

Any suggestion that the anti-Pill brigade should have created a safe environment for girls at risk before withdrawing their only protection is dismissed. "That's up to the people who take the



view you are putting forward. They are the ones who must initiate the debate."

And so we got on to the nuclear question. As a leading light in the British Atlantic Committee, he was responsible for presenting the organisation's pro-NATO peace and conflict studies pack to the press last year. It carries the message that the maintenance of the status quo by a dependence on armaments, including nuclear weapons, is no bad thing.

How, I asked, did he reconcile his Christianity with a policy of deterrence, a policy which can only work if the protagonists are willing to use nuclear weapons in the event of war?

"Jesus, the Church, has always said we had the right to self-defence," he said. Not Jesus, I said, and only the post-Augustinian church and then in a just war where the ultimate good achieved by the conflict outweighs the evil. Had he read the American bishops on the subject?

"I am not much impressed by the ordained," he explained. "One bishop says something and they all jump on the bandwagon. Look, it's like this - sometimes you get tough teenage girls who think they can attack you because you are a gentleman and won't retaliate. Then you have to restrain them. And yes, I do think it's a good analogy."

"Now I dislike conventional weapons as much as I dislike nuclear weapons, and I can't see the difference between being killed by a nuclear weapon and a conventional weapon. If you're dead you're dead."

"There's no difference between Hitler obliterating the Polish Jews and dropping the H-bomb on the same number of people. I believe there'd be life afterwards. If we used nuclear weapons, we wouldn't kill more people than we had to."

"We only hold nuclear weapons as part of our defensive programme. We have no first-strike policy. Well... we do have some first-strike weapons but they are part of our defensive posture."

Clearly we were not going to agree on much in the political or philosophical field but we got on famously with horses. I had been quite surprised to hear that riding was still available in London. Not just available, he said, but flourishing. When the pitches were frozen up this winter and football was snowed off, the riders were still out there discovering themselves, gaining skills and confidence and enjoying that best of all equestrian sports.

And so, chatting amicably about misty rides on summer mornings, he escorted me to the exit. I noticed a slight limp and remembering the talk of long gallops and big jumps, had a sudden suspicion. Did he hurt? "I try not to talk about it," he said - the first refusal of the afternoon.

Regular rides with the Household Cavalry and "big jumps for courage"

Avery Hill alive

Sir - In the article on NAB allocations for teacher training (TES, March 22) you indicated that the future of Avery Hill College is in question. This is not true.

The ILEA has approved the amalgamation of Thames Polytechnic and Avery Hill College from September 1, 1985, with the full support of both institutions. The amalgamation will strengthen and facilitate the future development of the full range of work presently carried out by the college and polytechnic.

This will preserve and strengthen teacher training provision and enable staff and students to benefit from the wider range of options available and improve access to courses.

Avery Hill College will receive its NAB allocation for teacher training through the allocation made to Thames Polytechnic.

NEIL FLETCHER
Chair
ILEA Further and
Higher Education Sub-Committee
County Hall
London SE1

Playing the game

Sir - I fully agree with Bill Shearing's comments about crowd behaviour in the recent Schools Under-15s soccer match versus West Germany.

I have been connected with primary schools football for nearly 30 years, mainly coaching and refereeing. In recent years, one unfortunate trend has been the increase in the number of boys who play at the weekend for teams not connected with their school.

The aspirations of some parents and team managers for their lads at this level often create a "what-all-costs" attitude which does nothing to generate good sportsmanship.

SWANN'S WAY

In the issue of March 15 this year, The Times Educational Supplement reported on the findings of the Swann Committee inquiry into ethnic minority education. This report together with a chapter-by-chapter summary of the proposals is now available in reprint form.

The two-page reprint, price 25p, is available from Lesley Griffiths, The Times Supplements, Priory House, St. John's Lane, London EC1M 4BX.

Please make cheques/postal orders payable to The Times Educational Supplement.



Primary industry

Alistair Ross explains why the Schools Industry Project has moved into primary schools (below) and Nick Baker (right) goes to work with two groups of juniors.

More than a hundred primary teachers meet next week to discuss what uses their schools might make of local industry, when the Schools Curriculum Industry Project (SCIP) holds its first primary and middle schools conference at Edge Hill College. SCIP was one of the few projects to survive the closing of the Schools Council, and has worked principally in secondary schools. Next week's conference is a move into new territory and over the next few months primary schools will be invited to consider the "industrial dimension" in their curricula.

What is being suggested is not an addition to the curriculum, but rather a re-shaping of some of the existing work. Children already study the local environment, and often the social environment, the people about them. An important aspect of our present society is work, and how we organise ourselves in workplaces. In SCIP we are interpreting "industry" in its broadest sense - including the agricultural, distributive, commercial and service industries, not merely manufacturing. Every school is situated near where someone works.

Are they too young for it? An infant teacher noticed a group of her class lining up Lego men in the corner. "These are the strikers, and these are the pickets, and these are the police," they explained. An experience of industry is common among primary aged children. Nor is it all vicarious: many children help their parents at work. These and similar experiences of society need sensitive exploration with young children. The objective is not "preparation for working life". It is exploring part of life as it is, an important part of adult life. One of the curriculum objectives of all primary schools, the DES curriculum document suggested last autumn, should be to help children become aware of adult life, including how people earn their living.

Does this, then, make it just a front for capitalism? Schools industry work could be construed as a way of ensuring a docile work force, or of promoting the more aggressive values of the market place. In practice, this doesn't seem to be so: the notion of fairness is strong in primary-age children, and I have heard many of them debating at length about whether different workers de-

served different rewards for their work. Other children have formed co-operative enterprises, capitalised and controlled by themselves, a mode of organisation that they have gone on to compare with real enterprises.

This is the heart of good primary school industry practice. Meeting people from industry in their workplace allows children to experience for themselves what people think about the way they work. Children's first impressions may be with the physical realities of the place - the scale, the noise (or even the lack of noise). But they soon become involved in watching the processes of people making things, or people providing services.

Questions follow: not just the *Guinness Book of Records* type questions ("How far would all the baked beans you produce in a week stretch...?"), but often more searching questions, about who makes decisions in the workplace, what exactly job-satisfaction means, and how disagreements are settled. Some of the most fruitful exchanges come between children and trade unionists, as they explore the realities of day to day union work.

Children can be extremely observant of industrial practices. "Is it safe to work here?" a group of ten-year-olds asked the manager of a metal works. On being assured that it was, they responded: "Then why do all your workers have bits of Elastoplast on their fingers?"

An area of increasing awareness is that of sex roles in industry. Children asked the director of a light engineering company: "Why are there no women here on the shop floor?" And to the men on the shop floor, the same group of nine-year-olds asked "What would your wife say if she saw you had these pin-ups all over your factory wall?"

Local industry offers a wide range of possibilities: banks, supermarkets and travel agencies found on most high streets; and primary school children have investigated the division of labour and the distribution of rewards in such enterprises. Hospitals and publishers may sound unlikely, but have proved to be equally useful.

Manufacturing industries are the most obvious choice in certain areas, and agricultural industries in others. A project on industry might well also

look at unpaid work in the home, or at the unemployed. The attitudes of the consumers are a further dimension to be explored, perhaps to contrast with those of the producers.

Ideas from visits to industries can be developed further in the classroom. For example, children have formed co-operative mini-enterprises that have allowed them to explore the problems of work at first hand, and to test out different ways of solving them - often attempting quite radical solutions.

Making contact with local industries is not difficult. Although not all will welcome primary schools, a little patience and persistence often opens doors. Personal contacts, through parents and school governors, seem to provide one of the best routes into industry. The local trades council, parents, or the regional education officers of the TUC offer good ways into local trade unionism. Building up contacts like these might sometimes take a little time, but can lead to long-standing relationships for the school.

Next month, all schools with primary aged children will be invited to take part in a SCIP Department of Industry competition. Teachers will be asked to submit examples of children's work that result from links made with local industry, with a short account of the project from which the work arose. This is timed to coincide with *Industry Year*, 1986. Schools that send for details of the competition will get a book (*Schools and Industry*, 8-15). Looking at the world at work - Questions teachers ask - describing the ways in which primary schools can use industry in their locality. The competition will have cash prizes for the winning schools.

Further details of the competition can be obtained either from Duncan Smith, Schools Curriculum Industry Project, Newcome House, 45 Notting Hill Gate, London W11, or from The Industry Education Unit, The Department of Trade and Industry, Ashdown House, Victoria Street, London SW1.

D. Alistair Ross taught until recently at Fox Primary School, ILEA. He now lectures in primary education at the Polytechnic of North London, and is chairman of the SCIP Primary and Middle School Industry Research Group.

The right medicine?

Sugaring the pill in South Wales

From which end do you fill a tube of toothpaste? It's a question that's exercised the minds of fourth year pupils at Greenlawn junior school, Pontypool, in South Wales. As part of the Schools Curriculum Industry Project, they've been studying the work of Warner Lambert factory, one of Pontypool's larger employers. Since January, about half of their work has been given over to the pharmaceuticals and toiletries industries.

The idea originally came from department mistress Mrs Paula Wadsworth, who has a modern-looking plant on her way to retirement. Remembering that her former baby-sitter (as are many of the Greenlawn children's relatives) she thought that the plant's manufacture of "prescription only" drugs would be a good subject to study.

Her first step was to consult her class of 11-year-olds. If they were teachers, would they want their pupils to learn about Warner Lambert? There was no shortage of ideas: how is it made? When did Mr Warner meet Mr Lambert? Why did the company move to South Wales?

Next, the former baby-sitter, now a professional hygiene technician at the plant, wanted to give a slide-illustrated talk to the class. But that the children immersed themselves in groups, into five different aspects of toothpaste. *Benlylin*, the plant's sterile area, gelatine (from which drug-containing capsules are made) and the economics of the plant. Mrs Wadsworth wanted the project to integrate many timetable subjects into the project, possible from science and geography to art and RE. Gradually, the classroom turned itself into a tiny outpost of Warner Lambert which would have gladdened the company's PR man, had he seen it.

Colourful posters advertised toothpaste, cough mixture, maps traced the routes in and out of the factory and relevant creative assignments were thought up. To illustrate growth of unwanted organisms and the need for sterility in some areas of the factory, the children cultivated growth on fruit and vegetables (disgustingly but scientifically) on some donated cough mucus, safely sealed in a container.

One keen-eyed pupil noted that his cousin's dentist had an identical name to the ointment prescribed for his classmate's tooth. Surprisingly, the coincidence of veterinary and human medicines is quite common. What does give a horse a hoarse voice? *Equiline Benlylin*, of course.

When *Benlylin*, one of the plant's products, was not included in the *Greenlawn* list of prescribed drugs, local jobs were put at stake and Paula Wadsworth was unable to unwillingly to duck the careers issue. "Some people doing boring jobs may encourage children to work harder at school to get better ones."

Initially, Mike Gates, head of PR for the company, was sceptical about a proposed visit. He was used to showing round groups from local government, colleges and secondary schools, but of what use could a visit be to eleven-year-olds? There were also safety considerations.

The arrival of the pupils, armed with clipboards and questions and donning the customary oversized white coats and paper caps, extinguished his fears. Filling towards the plant, they resembled a rank of giant white beetles. Fisher, the plant's safety manager, gave a thoughtful briefing on the dangers of the plant don't touch; beware of silent forklift trucks; together.

Giant cement-mixer like machines and a great deal of equipment that knocks out *Benlylin* in a day were then inspected. Through the plant



Clean hair zone: Greenlawn pupils (above and left) visit a Pontypool drugs plant

is the sterile work area with operatives clad head to toe in sterile clothing, masks and goggles, as they filled ampoules and eye droppers. One waved eagerly at the children. "The regular rituals of bactericide and sterilization were carefully explained by Jeff Fisher who, should he choose, has a great future as a primary school teacher. At this stage, many of the prepared questions were abandoned in favour of those that occur naturally through the visit. The questions are very direct. "What's your largest raw material?" asked one pupil. The answer was sugar.

The children's seriousness and genuine air of enquiry impressed Mike Gates, the PR man. At the end of the two-hour tour, Jeff Fisher was still facing a barrage of questions on topics as diverse as insurance and computers. The *Benlylin* problem is tactfully but honestly discussed. Warner Lambert hope to make good the loss by advertising and attempting to create a (prescribable) substitute. A few of the other questions he can answer but most will need more research. To these he says, like a professional talking to professionals: "I'll have to get back to you on that one."

Profit on paper

Mill town pupils see the writing on the wall

Last year, third and fourth year pupils at Park Primary School in Colne looked at the textile industry - an appropriate and well-documented subject for the small Lancashire mill town. This year, the subject is paper. Teacher Derek Gover started the ball rolling last Christmas when his class went into the Christmas decoration business. In groups they bought paper, tools and electricity needed for manufacture for a national £5. Eventually, they sold their profits to other pupils in the school, the profit going to the Ethiopian Famine Appeal. Two groups went bankrupt, but another made a profit of 200 per cent.

This term, the classes' attention has been turned to making paper itself. At the moment, the pupils produced haven't been up to scratch in the pupils' eyes. "Too absorbent," is their verdict, and "not enough rattle" (a technical term for the texture of paper).

In between the practical work and a look at the history of paper, the class, in groups of eight, have been visiting local factories and investigating the manufacture of card and paper using recycled materials. Each group then reports back to the class with their findings.

Proctor, Wallcoverings International has recently started wallpaper manufacture in a disused

mill within walking distance of the school. A mill, as one pupil pointed out, built fairly early on in the textile period, as it has a square rather than a round chimney stack. It's the sort of remark that teacher Derek Gover seizes on immediately. "Why were square chimneys abandoned for round ones?" he asks.

In the factory, the first thing pupils remark on is the pervasive nail varnish remover smell, which turns out to come from the acetone used in the coloured inks to make them dry instantly. They look at the original designs - handpainted pieces "bought in" and copyrighted by the company and at the heavy rollers etched with the designs of the original artwork. Neil Bagnall, works manager and guide, gives a very clear summary of the complex etching process, explaining that if a wallpaper has four colours in it, it's going to need four different rollers for printing.

In the warehouse, the children handled samples of the different reels of blank paper awaiting printing, before going on to the factory floor to watch the noisy, smelly 185 metres per minute printer-embosser. Neil Bagnall demonstrated the printing process in great detail and while the machine was at a standstill, the children examined its features in close contact.

The accompanying adults (Derek Gover, a mum and headmistress Pauline Higginson) took a "back seat" leaving the children to ask questions for themselves. As Derek Gover put it, "The children will remember answers they've been told directly better than they will answers that have been addressed to me."

Neil Bagnall told them the paper was being heat-embossed at 205°C but realised that the figure is meaningless to the children without illustration. He got a colleague to lift the beating units away from the machine and the momentary blast of sauna-like heat showed us exactly what 205°C feels like.

The questions came thick and fast, with workers illustrating their answers by demonstrating the machinery in action. There's a lot to absorb in the two-hour tour, yet the pupils were unencumbered by writing materials. "We prefer the children to be able to hear and see everything rather than having the distraction of note-taking," Pauline Higginson explained.

She spoke too of the difficulties involved in talking to children of this age group about unemployment. "The future has to be discussed honestly and if the subject arises it has to be talked about. But we've got to be careful. For some, it can be a bit disturbing, because it's a problem so close to home."

Forcing the topic into areas of the timetable where it doesn't arise naturally is something that both teachers were adamant about. Integrated topics can make some teachers perform contortions in order to spread the topic into areas of the curriculum where they don't fit in naturally.

In the afternoon, after a debriefing from Mr Gover, the pupils had the task of reporting back to the rest of the class. Clutching their carefully labelled samples of wallpaper they ponder on how to make their own produce "less lumpy and absorbent".

Practice makes perfect?

Teacher training cannot be left to schools, John Wilson argues

All views about the content and methods of teacher education rest upon assumptions about what a teacher's job is and what counts as doing it well. In the present climate of opinion, where many people feel that teacher education should be handed over to practising teachers in schools, there are three issues in particular which should be carefully inspected.

First, a teacher's job is to educate; and that goes far beyond the mere expounding of his subject in the classroom. Teachers are, rightly, involved in many other things: pastoral care, evaluation, working parties about the curriculum, discipline, school ethos, relationships with parents, multicultural problems, special needs, moral education. They are educators of people, not just purveyors of particular bits of knowledge and particular skills.

They need wisdom, common sense, judgement, sanity, an understanding of people (including themselves), concern for children, an intellectual grasp of important educational issues. These qualities are highly relevant even in teaching a particular subject in the classroom: that is why we need people to teach, not just textbooks and technological aids to learning.

Second, education is controversial in a way that the practice of medicine, or engineering, or the law is not. Educational practice is inevitably bound up with one's concepts, values and emotions. In this respect it is more like the enterprise of being a parent, a missionary, or perhaps a

of such practice in a way which should profoundly affect their quality and behaviour as educators.

Educating teachers is not only - or even primarily - a matter of trying to produce "competent" classroom performers who will "survive" in modern schools or "fit into the system". That is to reduce the notion of being an educator to the narrower, and more dangerous, notion of conforming to current practice in (at present) comprehensive schools in the United Kingdom, and conforming to the particular values and educational fashions that may prevail at any time.

Nobody of course denies that intending teachers need experience in schools, perhaps quite a lot of such experience. But how, and how much, that should be done is a question only answerable in the light of what other forms of teacher-education they also need. It is here that the interesting problems arise for university departments and colleges of education.

Thus, should the content be anything one could seriously call "theory", or rather (as I believe) a more careful analysis, with the help of philosophy, psychology and other disciplines, of the student's own concepts and values and character? Again, can this only be done effectively after school experience? Or should this be done partly before it, on the grounds that the nature of such experience will be partly a function of the concepts and values students bring to it?

And, in regard to the amount of different "practices" in teacher-education, how far are the mistakes or deficiencies of teachers due to lack of

We do not have an agreed set of institutions into whose practices we can happily initiate student teachers'

social worker. It is not a matter just of acquiring certain skills, like learning to ride a horse, ski or make pots.

The intellect and feelings are engaged in a much broader and deeper sense, because the aims and benefits of education are not (and cannot be) laid down for us in advance or beyond question. We have to think about them and become wedded to them by our own intellectual efforts.

Third, we cannot rely on a clear and non-controversial identification of "good schools" or "good practice". Many people - sometimes the same people who want schools to have the main focus or the only part in teacher-education - have serious doubts about many features of our existing educational system. Some even see some existing educational practices as corrupt, or chaotic, or de-moralising. But which these are, is itself controversial. Do we want our intending teachers trained by the staff at Winchester College, or Summerhill, or an ILEA comprehensive school? We simply do not have an agreed set of institutions into whose practices and values we can happily initiate student teachers.

These are, ultimately, the reasons why teacher-education cannot be handed over to schools. Some other institution or context is required in which teachers can step back from current practice, and reflect upon the concepts and values

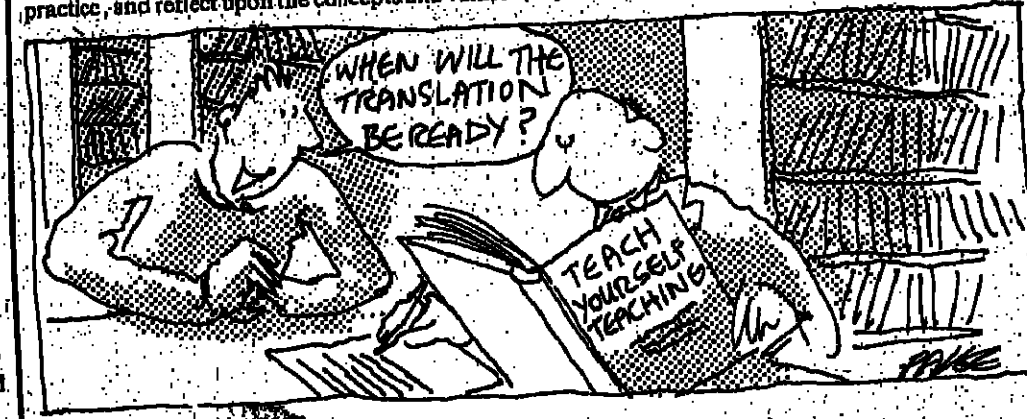
experience rather than conceptual muddle or emotional prejudice?

I am sure that it will be only by solving such problems that institutions of teacher-education will attain credibility: otherwise their members are bound to be viewed either as failed scholars and academics, or as failed teachers. We have to reject the "theory-practice" distinction, and establish a concept of "becoming a good educator" which is not primarily based either on "scholarship" or "experience", just as being a good parent or priest or social worker is not, surely, primarily a matter of either of these.

Much remains to be done thereafter on the question of how, in terms of time and administration, to interrelate school experience with these other elements. But discussion of this (important) nuts-and-bolts matter is not likely to be useful until we have a clearer understanding of, and belief in, just what contribution can be made by institutions of teacher-education.

It is, I fear, partly because we have not made enough effort to get clear that we are tempted to throw in the towel and turn the whole business over to schools - which are already overburdened with other tasks.

John Wilson is a philosophy tutor at the University of Oxford Department of Educational Studies



Language awareness

BOBBIE DRYHURST

In 1984 I was fortunate to join a group of eight teaching colleagues on an educational study tour of India and Pakistan. Between us we experienced at first hand many aspects of Asian life and culture, staying with families in all walks of life in both rural and urban areas.

As a language advisory teacher in Derby it was particularly interesting to have the opportunity to study language teaching in the Indian State of Punjab from where many of our Derby families originate.

In spite of the difficulties, which include high drop-out rates and absenteeism due to economic conditions, language teaching and learning in Punjab schools is impressive. In the many private and religious schools two or three languages are

introduced at nursery age and the medium of instruction may be English, Hindi (the national language), or Punjabi. The State schools teach Punjabi and Hindi, introducing English at the end of the junior school, although there are plans to teach English at age seven or eight next year. In some secondary schools, additional languages including classical Sanskrit, are offered as options.

In the general population most people who have completed a standard education are good English speakers and many also write the language competently, particularly where English has been the medium of instruction and there has been opportunity to practise.

A most important factor contributing to this success in language learning could possibly be the high degree of language awareness which is evident, not only in schools but everywhere. In a vast multilingual society where the ability to communicate is vital not only for success, but for survival, everyone has an interest in languages. In schools, linguistic differences are accepted and discussed - without prejudice. Similarities are highlighted and

built upon. Because it is government policy to develop national unity and understanding, languages have high status in the curriculum. In one secondary school visited, where a handful of children speak Telegu as mother tongue (a language of South India), lessons were provided and these soon attracted sufficient interest for the programme to be expanded. Teachers have been recruited from the south of the country to teach it, and we were assured that this is not unusual. Where there is a demand, the need is met with full government approval.

Most teachers speak Hindi, Punjabi, and English, therefore young children are supported in their concept development in the language most appropriate to their understanding. By developing the languages side by side learning in other areas is not delayed and the children are able to proceed with confidence.

Listening skills are developed from the earliest days in school, perhaps through somewhat outdated methods by British standards. The ear is educated to the stress-time and rhythms of the languages in nursery rhymes,

songs, tongue twisters, and chanted prose. Repetition is strongly featured. The "music" of the languages is clapped or tapped out by the teachers and copied by the children. Grammatical structures are often learned by rote using slogans and popular sayings pinned to the walls, and then transferred to conversational situations, role play, and writing exercises.

The value of parental involvement in children's learning is now widely recognized in Britain. In Punjab, parent/school relationships are generally good; although parents are not actively involved in the classroom work they are very much concerned with their children's educational progress.

Even very young children are encouraged to do a little homework. Satchels and books are carried in and from school daily, and since the books are paid for by the parents in the first place, there is a keen interest in how they are being used. Parent evenings and open days are arranged regularly by the schools, but home/school visiting takes place informally. Parents are free to visit school at any time and teachers sometimes visit the families

after school. The Asian extended family lifestyle and the rich social community of town and village life in India, means that there is invariably a caring adult to talk with the children. Consequently, children tend to be well versed in their mother tongue and adept at processing verbal messages when they start school - an excellent foundation for further language learning.

Many teachers expressed their envy of our rich teaching resources, and the free and progressive climate in which we work in Britain. At the same time they questioned how we manage to control our children's learning in the "informality" of the classroom.

Although the Punjab schools were poorly resourced in material terms (and the outcome of this was a "madness of bookworms", remarked teacher) many of the children in the British schools, originating from the sub-continent, may possess a knowledge of two or three languages. Language aware teachers will recognize this as a strength on which to build.

Mrs Dryhurst is a language advisory teacher in South Derbyshire.

Moonshine in the Sun

ANNE KRISMAN

It all started with an innocent Radio One pop poll. It ended with me losing any credibility I might have had as a feminist. The transition from A to B happened in less than a week.

Radio One have a little Sunday slot called *Chartform*. Peter Powell reads out a school's favourite top ten records and their votes on three light-hearted questions. "It's easy," bubbled the researcher for the programme. "You just ask the kids what they think. Only make sure the records are modern. We don't want anything like Pink Floyd - no oldies."

For the following week I canvassed schoolchildren for their top ten records, their worst TV programme and the film that would win their personal Oscar. Two Duran Duran fans offered to collate

the returns. Hundreds of slips of paper later, we had our results. The top ten was predictable - with no golden oldies. *Breakdance* was their best film, the worst programme was *Weekend World* and their prize for the person they would most like as teacher was a tie between George Michael, golden boy of Wham! and Samantha Fox, much-hyped Page 3 girl of the year.

Clint Eastwood was a near runner-up, as the children thought he would be good on classroom order (the Support Unit would be replaced by a shoot-out at noon). Joan Collins, Doris Day, Smiley Culture and Rik from *The Young Ones* also received a high vote.

It was then that I made a classic error. "Will George Michael come and visit us?" my first years asked. "I tell you what," I said, "I'll tell a newspaper they'll love the list of the people you want to teach you."

The paper they all seemed to get at home was the *Sun*. I phoned the news desk. It was ominously easy to get through. The reporter wasn't too excited by our chart. "Number one *Love and Pride* by King," I dictated. "Number two, *Like a Virgin* by Madonna."

He perked up at this. "That's not the real one?" he asked, no doubt seeing a possible headline "MUM OF JESUS IN POP POLL SHOCK". I told him it wasn't and let him know our other results.

"I don't know what schools are coming to nowadays," he said. "At grammar school in Chatham we learnt Latin and Greek. What happened to standards?"

"I think they went down when the *Sun* came out," I said.

The next day, my form told me I was in the *Sun*. Not Page 3, though. I read Page 7 with amazement. In a short column there were a host of inaccuracies and three constructed quotes attributed to me. There was nothing about George Michael or *The Young Ones*. Instead there was a story about sexy Sam, Page 3 girl, being voted Top of the Form by the boys of the school.

Someone who claimed to be me gushed, "The children seem to prefer the *Sun* to TV," which I could see doing wonders for my reputation as a serious Media Studies teacher. "Pupils," Per Sam said in the article that she did not know what she could teach the boys. She obviously couldn't



teach the *Sun* anything about writing inaccurate stories.

My class calmed me down and decided that the newspaper had probably made up Sam's quotation too. I felt a bit better and experienced brief

feelings of sisterhood with the "yid of the year" who came out in from. I decided that it wasn't that bad and that I should keep my sense of humour. I pinned the article to the staff notice-board. The next morning an anonymous writer had taken an angry statement next to it - "Considering amount of sexism there is in society, do we need this?" I spent the rest of the day giving vigorous lessons on gender stereotyping as penance.

How did the children respond to the news story? In their usual whinny way. The votes for the Page 3 girl were a mickey-take in the first place, a response to media overkill. "Phoning the *Sun*?" said a fifth-former whose saw me making a call from the office. "Been on Page 3 lately?" shouted the kids in the corridor.

I and large everyone was now excited with the plans for the forthcoming three day strike. I filed my cuttings, sent off for the ILEA and sexist policy and vowed never again to deal with the devil in tabloid form.

Anne Krisman is a teacher at a Newham comprehensive.

Sound an alarm

MARJORIE GLYNNE-JONES

In recent weeks these pages have given witness to the alarm and despondency of many concerned with teacher education in music. At the same time there have been powerful affirmations of the necessity of the arts, and music particularly, for human development. The *TES* reported recommendations of an ACSET paper concerning the closure of music teacher education courses which coincided with a *TES* headline "Few Staff now have a Music Training".

It is now some years since a detailed analysis of the professional components of music teacher education courses presented to a Council for Music Education and Training conference indicated "red alert". One might

wish that the publishing of the findings of the "modest survey", carried out by the *TES*, had extended beyond descriptive comment and selected data to the inclusion of the questionnaire and its complete findings. For where provision for music is concerned in schools and teacher training, different questions need to be asked than a decade ago. It is time what also comes strongly, is the feeling that music teacher educators are getting their act together.

It is such a "getting together" which prompted the forming in 1983 of the Association for the Advancement of Teacher Education in Music (AATEM) which seeks "to further professional dialogue and research in teacher education; to act as a forum for the exchange of experience; and to bring together all those involved in the professional education of music teachers". Fundamental to the association's concerns is the continuing education of teachers in music, the two essential partners in this being training institutions and local authorities.

AATEM recognizes the need to

promote close collaboration in teaching programmes between professionals, not only lecturers and advisers but also headteachers and advisory teachers, and teachers and students. Without this collaboration it is unlikely that the curriculum developments now generally recognised as necessary will become a reality in schools.

As far as initial and in-service primary music training is concerned, it is about time that it was approached in a more integrated manner. The major challenge is to reconcile the now general awareness that all primary teachers can and should contribute to children's musical experience and development with the fact that the extent to which children's musical potential can be realised will depend on the degree of musical understanding and skill of their teachers. To consider only the former, as does much of the present debate over music consultants, won't do.

The responsibility for educating primary class teachers and consultants in music is largely left to in-service training. Rectifying this will necessi-

tate the various validating bodies for initial courses taking a good look at national provision.

A realistic approach would mean identifying a given number of institutions in which music education was taken by all students, either as intending class teachers or intending consultants. It would mean looking carefully at entrance requirements. Curriculum activities in music would be taken, and monitored, on each teaching practice. Education lecturers should be familiar with present developments in music education. Collaboration with I.E.A.s over teaching practice placements would facilitate co-operative INSET programmes. These institutions, in being offered not a specialism but a core area, would be encouraged to offer a specialism.

As far as secondary courses are concerned the axe appears to have fallen with wanton randomness both on less developed courses and on innovative ones responsive to the need for curriculum development. It now seems that the inclusion of music in secondary BED courses will soon be completely discontinued although four-year courses offer opportunities

for curriculum development through the preparation and appraisal of successive periods of teaching practice in a way that cannot be matched in one-year courses.

And yet secondary training in music has at no time been faced with a greater need to explore new ways of educating intending teachers so that they may develop the insights and skills they will need for working with young people in the future. The rationalisation of courses is failing to ensure that curriculum development in music teacher education is sustained and resourced. This is not a numbers argument: it is to do with quality.

AATEM seeks to support and promote music teacher education in the task of making real the opportunities created by teachers for children and young people's musical experiences and development, recognising the power for living that this affords.

Marjorie Glynne-Jones is chairman of AATEM. Further information about the Association from, AATEM, ILEA Music Centre, Sutherland Street, SW1V 4LH. Telephone 01-821 8011.

Never mind the quality

RICHARD KELLY

It was a case of never mind the quality, academic or professional, feel the width. I was seated in front of a selection board consisting mainly of members of the education committee and it was becoming more obvious with every passing second that what they were interested in was not my "good honours degree", nor my skill in teaching a language, but my willingness to undertake extra-curricular activities - games mainly, but also accompanying the school on holidays at home and abroad and, curiously, religious instruction, which last requirement I offered to meet by conducting morning assembly, hymns, prayer



and all, in French. They were duly impressed. Then came the crunch. Would I also look after the scouts? Blatantly visible. The prospect of marching to church clad in broad-brimmed hat, toggle and khaki shorts put the wigg wigg. I was not a qualified scoutmaster, I said, but seeing my chances receding I volunteered to undertake some loose

form of supervision once a week. In short, I temporized and compromised and prevaricated and procrastinated and finally just plain perjured myself in an effort to land the job.

Things haven't changed much. Idly scanning the advertisements for teaching staff, the other day I was struck by the frequency of and emphasis on out-of-school activities.

I suppose it always happens when jobs are scarce. In the bad old days, job hunters used the services of a scholastic agency known colloquially as Rabbit Arse and String.

In addition to academic qualifications and willingness to supervise games, the job descriptions they issued contained such requirements as "retotaller preferred" (some ghastly skeleton in the cupboard there); "regular communicant of the Church of England" or "Non-smoker; obligatory". An ability to walk the waters would be an additional qualification, as the wage used to say.

though presumably paying Burnham Scale as a condition of its Direct Grant status, was staffed by all sorts of good-time Charlies with Cambridge thirds and Oxford fourths, recruited by a headmaster with public school pretensions. And although they returned your essays with dirty limericks on the back and thought Pythagoras was running in the Northumberland Plate, they were damned good at games and one of them even had an Oxford Blue.

That, of course, was how they got their jobs. To this day I wish I knew a bit more about the man who was a French master called Fitzpatrick, who'd served in the army in Egypt. No out-of-school activities for him. He used to lower his fat backside and Plickwickian belly on to a chair and there he would sit for the entire lesson, turning round only to write something on the blackboard, placed conveniently behind him so that he didn't actually have to get up. And do you know when we learned more from old Fitz,

than we did from the rest of the overgrown schoolboys put together. And I attribute the fact that I took modern languages at university not to any gift of tongues (truth to tell I am a lousy linguist) but to his teaching. And I wandered forlornly round the empty classrooms after a lesson, the students having long since left to take part in tennis tournaments and cricket matches, wondering what on earth I was to do next. It was old Fitz acting as unpaid and unofficial careers master who took me in hand and steered me to the local redbrick. *Faute de mieux*.

No wonder I am amazed that extra-curricular activities carry so much weight in the job market. They are even sought in front of applicants who are indolgent, an "opportunity" to coach the rugby XV. And when a classics master (old boy still have them?) is invited to take on the order force, the message is clear: part-time soldiers only need apply. If your life outside the curriculum has been the adult world, Joseph, it's quite a

Agony and ecstasy

Edward Blishen on Isaac Bashevis Singer

Love and Exile. By Isaac Bashevis Singer. Jonathan Cape £10.95. 0 224 02982 7.

In outline, this is the infinitely dismaying account of the first thirty or so years in the life of the son of a devout Polish rabbi, born in 1904 and brought up with traditional rectitude, who rebelled against God and man, suffered from religious philosophical fevers; wished helplessly to add to a deeply inhibited Yiddish literature, stories based on his belief that "to write about love and exclude sex was a useless labour"; considered suicide every day but, unable to kill himself, escaped from the doom that hung over the Jews of Poland by emigrating in 1935 to America. His journey there was a nightmare of the profoundest bashfulness at odds with the ordinary features of a transatlantic journey; the torment, indeed, of being incapable of ordinariness of any kind. He was sick with every sort of despair. In America he achieved the visa needed to save him from being shipped back to Poland and Hitler only after self-induced misadventures that could occur to no one but a morbid clown. He did not then consider himself rescued, but lost - "lost in America, lost forever".

TV and Schooling. Edited by David Lusted and Philip Drummond. British Film Institute Education Department. £9.95. 0 85170 180 9.

In 1983, the DES appointed a panel of 15 teachers to look at "the images of adult life and society made available to young people in a range of popular BBC and ITV programmes". They studied 23 series over a five-week period in the categories of drama, light entertainment, news, current affairs and features, to analyse representations of sex and violence and other aspects of the adult world, including images of authority and success, and stereotypes of women and minorities. Their report, *Popular Television and Schoolchildren*, did not pretend to be a definitive treatment and invited comment on the issues it raised. In the same year the BFI responded to this invitation with a conference, *TV and Schooling*, which reprints the DES report as an appendix, is a spin-off from that.

In taking the DES report as its starting-point, the book may appear to have chosen a soft target. *Popular Television and Schoolchildren* is not hard to disagree. It had clear terms of reference, its aims and confining it to a discrete area of enquiry. Broadly speaking, its authors shared a particular set of assumptions which they applied to series and serials not specifically designed with an educational purpose and, with a few exceptions, not necessarily aimed at young people. They assumed, for example, that the images broadcast through television are not a neutral "window on the world", but subject to choice and manipulation; and that they can influence a young viewer's perception of adult society. There are few, if any, hard facts about the positive and negative effects of television and this is, consequently, an area where very little can be taken for granted; where almost any assertion can be contradicted and where conclusions are more often reached by a long jump than a short step. So the DES report, which makes it available to teachers among its merits.

Review



That is the outline: but page by page the story disarms only at the same time as it invigorates, often excites. It is the paradox at the heart of all that Singer writes, that a man who remembers standing in a library among the masterworks of world literature and knowing that not one of these books could dissipate his misery, is unable himself to write about the most desolate idea or experience without causing a thrill in the reader. God is a cosmic Genghis Khan or Napoleon; life is "a scab, an itching, a poisonous roadstool that grow on old planets. The earth suffered from an eczema of its skin". "It was a child," he writes, "but I had the same view of the world that I have today - one huge slaughterhouse, one enormous hell." As for human culture, it is a "mighty effort to cover and embellish itself: one huge and complex figleaf". The young man, whom the 80-year-old Nobel Prize winner insists that he still resembles, is remembered agony by agony,

embarrassment by embarrassment, and the whole effect is quite marvellous: like watching, if one can imagine it, a profoundly harrowing Mack Sennet comedy.

Such a view of his work must, of course, fill Singer with added gloom, since he would take it as confirming his belief that, at its best, art can be "nothing more than a means of forgetting the human disaster for a while". This is an idea he has expressed elsewhere, and it always surprises me, as falling below his usual rigorous standards of melancholy observation: since much art, and his eminently, seems clearly to work through making us remember the human disaster.

The book is in three parts, with an introduction covering the earliest days of his life, already described in the memoir, *In My Father's Court*. Every thing begins there, in his father's courtyard in Krochmalna Street in Warsaw, where the small boy watched a couple who came to end an

engagement, slapped each other and wrangled bitterly, and left arm in arm. "I remember thinking to myself, 'That is what literature must be about'." There follows "A Little Boy in Search of God", in which God can hardly be said to have been found: a portrait of a solitary who sat all day in the Writers' Club reading books, failing to discover a tolerable reason for the behaviour of cats with mice, and feeling a deepening horror at the murderous simplicities of world outlook expressed by young Jews under the inspiration of "a few pamphlets" of Marxist-Leninist origin.

So to "A Young Man in Search of Love": where the quest is as ambiguously concluded as in the earlier case. Love, sex, "the endless variations and tensions peculiar to the relations between the sexes", form the driftwood to which the drowning Singer clings. The paradox in this corner of the story is that while remaining "pathologically bashful", the young man has a fiercely passionate affair with a woman twice his age, before moving towards his conviction that single affairs will not do: he saw no difficulty in being in love with a number of women at once. He thought how odd it was that Tolstoy had been silent about Anna Karenina's sexual relationships with her husband and, later, her lover. He concluded that even the eyes were less expressive of the human soul than the sexual organs. He was already committed to two idols: "the idol of literature and the idol of love". But he had to escape from Warsaw, where "all the faces reflected the fatigue of the Diaspora and the fear of tomorrow".

And so to the third part, "Lost in America". On the way to the States, despite himself, he fell in love with Paris; and on the ship, when his sick nerves had caused him again and again to forget his cabin number and he had "stopped recognising people", he felt when they met with a tremendous sea that "there was no room for suffering in the midst of this celestial frolic." (Every now and then you catch yourself thinking: *He does love this detested life!*) And in the first days in America, when he's apparently cowed and beaten, he is already nursing a number of vital ideas: such as that he might write about himself as he really is. And women appear from his corner or that to present him with the nomenclature he needs - examples of the fearful sexual tangle.

As Singer says himself, more than once - as an aspect of his case against life, but perhaps it is also an aspect of the roots of his gift. "The fear of boredom is as great and often greater, than the fear of death."

Out of focus

Robin Buss on the poverty of 'media studies' theory

to TV and Schooling. The writers include broadcasters, lecturers, researchers, members of the BFI and teachers (one, George Donaldson, was on the DES committee). Their articles vary in length and style, and range over several topics, including images of authority and success, and stereotypes of women and minorities. Their report, *Popular Television and Schoolchildren*, did not pretend to be a definitive treatment and invited comment on the issues it raised. In the same year the BFI responded to this invitation with a conference, *TV and Schooling*, which reprints the DES report as an appendix, is a spin-off from that.

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puts them beyond the range of reasoned discussion. Otherwise, I would start by questioning the implications of "paternalism" - arguably an appropriate stance towards children, which is why it carries a derogatory meaning when applied to relations between adults.

If the word has any significance in this context, the DES report was "paternalistic". In that it recognized what Tana Wollen and Anne Hennessey state here in terms that suggest this might not have occurred to us: that television, like education, is an important "socializing agency". This leads the authors of the report to analyse representations of the adult world given by television to those whose direct experience is necessarily limited; while the contributors to *TV and Schooling*, for the most part, look to the more general questions of whose values are represented on the medium and the need to use one agency (education) to develop an awareness of the fact that the other (television) is not value-free. They devote a good deal of space to asserting this fact, in different ways, and to analysing concepts of "entertainment" and "representation". Many of them feel the need to repeat the core notion of media studies, that television should be in schools as an object of study itself, not merely as an aid in the study of other disciplines. Anne Hennessey argues that training in visual "literacy" should start in primary school.

There may be a tendency to overestimate the amount and the nature of opposition to these ideas. Bob Ferguson characterizes children's television as "Anglo-centric", "often racist", sexist,

royalist, pro-capitalist, ostensibly Christian" (typified by *Blue Peter*) and says that "flag-waving is an ideological disease which the purveyors of the dominant discourse love to parade before mass audiences at every opportunity". If this caricature was an accurate model of the society in which we live, he would be right to expect savage reaction to any attempt to subvert it. Both the discourses of television and the dominant ideologies of society demand rather more subtle analysis, however, and it is not surprising that broadcasters, like John Cain in his article here, feel that they are misrepresented and that many teachers of media studies have "a very superficial and partial view of the realities of broadcasting". He may not be reassured by Len Masterman's insistence that "in working with broadcasters and journalists... the teacher will need to ensure that they are broadly sympathetic with her own objectives" - in other words, hand-picked to reinforce a particular view of the institutions where they work.

The practical difficulties, on the other hand, are underestimated. Len Masterman talks about "the introduction of popular television programmes into the classroom". Anne Hennessey about "grouping together programmes for study"; practically none mentions copyright (I can only find one reference to it in the book), when, as every media resources officer knows, schools are prevented from recording precisely those popular television programmes that were the concern of the DES report. Media studies may have validated "popular culture as worthy of study", but you still have to get the materials into the classroom.

Philip Simpson writes in his introduction that "nobody sought or expected a false consensus". It is not the consensus, or the lack of it, that is wrong with *TV and Schooling*. What was needed, was for the contributors to work within clearly defined parameters and to show evidence that their minds had been concentrated on particular issues, instead of being allowed, in too many cases, to range over broad philosophical and political questions that have been more fully and more convincingly discussed elsewhere.

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Bright ideas

Strange Meeting. By Susan Hill. 0 342 22361 X. A Laurie Lee Selection. Edited by Chris Buckton. 22110 2. Looks and Smiles. By Barry Hines. 22358 X. Meetings and Partings. Edited by Michael Marland. 22311 3. Longman Imprint Books £1.75 each.

Longman's Imprint series continues to reprint successful works for schools with ideas for discussion and writing, relevant photographs, notes on authors and suggestions for further reading.

Susan Hill provides insight into the workings of the imagination in her introduction to *Strange Meeting*, in which she describes the family chance and artistic influence (from Britten's *War Requiem*) that moved her towards writing about the First World War, her fears about immersing herself in the horror of it, yet the belief that this would act as a catharsis. The relationship between the two soldiers, David Barton and John Hilliard, is a moving one, and the endurance, misgivings and devastating destruction of life are unflinchingly portrayed. The First World War poetry and photographs add to it immensely.

Laurie Lee's magic arises with language works best when he is looking at the unobtrusively individual characters of his Cotswold village with youthful sensibility, the ruined unemployed of the Thirties, or Spain at that time. Realism and romanticism are balanced — he actually did step out of his mother's cottage one midsummer morning with a violin and a tin of treacle biscuits, work on a building site in London, and wander through Spain earning his living by his music, until the

English Drama

Civil War put a stop to it. The selection of poems is a delight too. The camera authenticates his evocations of his childhood, the unemployed, and Spain of the period. The later, more sober pieces on Aberfan, Concorde, and his daughter, are of interest too, but decline in excitement.

The film-script presentation of Barry Hines's *Looks and Smiles*, about a boy-and-girl relationship in today's unemployment situation, makes for a remorseless spelling-out of detail. The demolished houses, vandalized huts, shelters, the dreary environment of social security offices, are sometimes laid on too thick. In sharp contrast to the Laurie Lee selection, the book seems an exercise in presenting every standard cause of tension in present-day young people, and fits stereotyped characters into the scene. But it does provide a mass of material for discussion on being jobless, on relationships, resorting to petty crime and violence, split-up families, having little alternative to joining the army. Its realism is certainly more valuable than neat solutions would have been.

Stories in *Meetings and Partings* focus on the traumas, sensitivities and changes crucial in youth, lost innocence, betrayal of a friend, class divisions, the fear and compulsion in a young girl that leads to her seduction. Two stories by Liam O'Flaherty enter the lives of animals, suggesting human parallels, and also cut-off points that separate their experience from ours. The last few stories consider the pre-adolescent of old age. A recommended selection, with Graham Greene, Sid Chaplin, Alan Sillitoe and a number of excellent Caribbean and American writers represented.

Rachel Blake

Traditional line

Hulton Drama Series: Rakes and Rogues; The Victorian Scene. By Neil King. Hulton £3.25 each. 0 7175 1234 7 and 0 7175 1235 5.

Judging by these two books from the Hulton Drama Series, which covers the development of Western Drama from "Classical Beginnings" to "The Modern Age", there is nothing original or controversial in their content. They include well-edited versions of three representative plays and a clear, accurate outline of the theatrical conditions extant at the time. The approach is straight-forward and in line with traditional teaching of theatre arts. They could provide useful textbooks for an introduction to the subject in the middle range of a secondary school.

The illustrations range from contemporary prints of the theatres and actors to photographs of modern productions of the plays. In the main they are well chosen and adequately reproduced. The addition of somewhat naïve line drawings, presumably in the

hope of filling gaps in the contemporary pictorial material and of making the texts visually more attractive, is a mistake. They sit uncomfortably next to the originals and are given unwarranted space which could have been more valuably used for larger reproductions of the theatre interiors with their multiplicity of detail. Even Hogarth's cartoon of strolling players in a barn is reduced in impact and clarity by its size.

The introduction includes a section on "things to do" and this is not at all helpful. It does not provide any new insights into the period for the students and is therefore irrelevant to a book primarily designed for them, and any qualified teacher could be expected to take them for granted as the type of project which would result from teaching drama in this way. A bibliography for follow-up work in the library would have been more factually useful.

The books are fundamentally conventional in subject and presentation. The educational trills are superfluous.

Robin Rook

IN BRIEF

A whisk through the newly published "read around" plays for schools reveals some reasonably priced goodies for all ages. Play Read by David Walker (Edward Arnold, £1.50), with its simple, big print style and its teenage-centred plots (runaways, Saturday job seekers, adolescent blackmailers) looks just right for the secondary school slow learner market. Also from Edward Arnold comes *Read Around 2* by Paul Groves and Nigel Grimshaw (£1.70). With the emphasis on fantasy, these five plays are aimed at the junior school reader. They include a dog-eat-Dick Whittington and a play about little green men visiting a primary school. ("They're aliens, sir. That's what they are, aliens.") Drama personae are useful listed according to the size of the role and the inevitable accompanying suggestions for further work include ideas for painting as well as writing. There are four volumes of Short Plays for

Small Groups by Chris Burgess (Hulton Educational, £1.55 each). Each contains four plays which range in subject matter from domestic comedy through wartime drama to science fiction. Plays have even distribution of parts for both sexes, but the use of the narrator is somewhat obtrusive. The cartoons look a bit slapdash, but the real irritants are the multiple choice questions that follow each play — hardly the best introduction to intuitive interpretation of drama, albeit of a very simple kind.

Graham Stoute's *Dramatists* (Hartup, £1.95) occupies the same territory as the *Gamester's Handbook*. It's a pocket-sized collection of warm-up games, ice-breakers and concentration exercises that drama teachers may like to serve up as hors d'oeuvres before the main course of a lesson. Useful for teachers struck by "inspiration dryness"; there are some good ideas for concentration and speech work but the book fails to substantiate the difficult connection between the game-playing and drama.

Nick Baker

Period piece

Motherland: West Indian Women in Britain in the 1950s by Elyse Dodgson. Heinemann Educational £3.95. 0 435 23230 4.

The heart of this inspirational book is the play *Motherland* which emerged from materials collected by pupils at Vauxhall Manor Girls School in south London as part of a two-year community project examining the experience of West Indian women emigrating to Britain through the 1950s. Elyse Dodgson, the drama teacher who coordinated the project, has organized with migrant women themselves, period photographs and documentary of the conditions in which they lived and worked — and the final script into a resource book that can be a model of its kind. The thoroughness and imagination with which the materials have been gathered, developed, analysed and finally focused into a moving and original drama, are an example any teacher might learn from.

The play itself breathes life back into the statistics and arguments about race, class and sexual exploitation. Drawing very immediately on the actual testimony of the women interviewed, the play attempts to characterize their experience in an episode, flashback impression of the period between the Coronation in 1953 and the first Notting Hill "riots" in 1958. There is laughter and joy in the play but the pervading emotions are frustration, disappointment and weariness of spirit.

Motherland was produced to packed audiences in south London in 1982 and has since then been adapted for television and produced as a resource video by ILEA. When the video was shown at the annual conference of ATCAL (The Association of Teachers of Caribbean and African Literatures) last summer it generated considerable debate. While its motivation was widely applauded, doubts were voiced about the impact as drama and the implications of the generally negative portrayal of West Indian men in the production. There is not space here to go into those criticisms except to say that it seems to me part of the play's value that it should generate such discussion and controversy.

The final importance of the *Motherland* project must be in the effect it had on the pupils who took part in it: a remark by one of the girls during a rehearsal provides the most eloquent evidence of that: "When you have to say the testimony that the women have said, when you have to sit there, when you think about it, to say it out, you not just learning it, you're understanding it. You begin to understand what your parents always told you."

Stewart Brown

Excerpts

A Question of Choice. By John Burtchley. University Tutorial Press £2.00. 0 7251 0857 9.

These 25 varied non-fiction extracts from periodicals range from of guidance as subject as Post Office Regulations to an enlightening piece on schizophrenia, and progress in select appropriate topics and the students' personal responses are equally respected. In five types of exercise following each excerpt — including multiple-choice comprehension, information research, essay, summary, and more — the book works towards the clarity of thought and writing skills needed by a competent university graduate.

The suggested oral work is particularly suitable for fifth and sixth years, the short talks in developing articulation and confidence, and group role-play, giving some imaginative experience of adult problems.

Rachel Blake

Each spring the international children's publishing community gathers at Bologna. The aim is not earnest discussion of literary, aesthetic, moral or political questions, but hard business, the selling of foreign rights — and especially the arrangement of "co-editions" which allow publishers to combine forces, lengthen the print run and lower the cover price — is an essential aspect of modern children's publishing. At its worst, this encourages a bland unprovoking slickness: books that will be accepted by everyone and special to no one. But it can also allow experiment: a notable early co-edition was Eric Carle's *Very Hungry Caterpillar*.

In British publishing, Walker Books, following a policy that the best can be made saleable, are now the co-edition kings. If the medium is the message, then here, the presentation is philosophy. The British presence in Bologna is still strong — indeed there is a separate British hall — but the traditional dominance of the English as providers and arbiters of quality is being challenged by smaller groups. I was particularly interested this year to speak to the minority English language publishers, from Australia, Canada, Ireland. In each case, they reported a vigorous, vibrant upswing in children's publishing. But they have to struggle to make their voices heard. Australian publishers reported that it was more difficult to sell rights than in their own country. I asked why this was so. Anne Bower Ingram, children's editor for Collins Australia, told me "they treat us still as colonialists, and always will."

It was a matter of some celebration, then, that an Australian picture book with a comic rhymed text, *The Raging Car Driver's Moustache* by Trevor Todd and Stephen Axelsen (Hodder and Stoughton Australia) should have earned a Mention for the prestigious Child in Erba Prize (chosen by children), and the Australian poetry

All the fun of the Fair

Neil Philip meets children's book publishers at Bologna

anthology *Someone is Flying Balloons* (Omnibus Books) should be Mentioned for the Graphic Prize for Children. These prizes were won respectively by *Sol Soler*, a Spanish extravaganza about the sun (Edicions de l'Exemple), and *Lenore*, a clever picture book in which collages of leaf shapes form amusing animals (Institute for the Intellectual Development of Children and Young Adults, Tehran). The third prize, the Graphic Prize for Youth, went to Kit Williams's *Unsettled Children's Story* (Jonathan Cape).

For Canadian independents the looming shadow is not so much England as the United States; but they remain subject to subtler belittlements. There was outrage in Canada at the dismissive and sketchy entry on Canadian children's literature in the recent Carpenter/Prichard *Oxford Companion to Children's Literature*: "cultural colonialism is not dead," announced *The Children's Book News*, the newsletter of the Children's Book Centre, Toronto. Specialist Canadian children's publishers such as



A drawing by Warwick Hutton from Antigone Kefala's *Alexia - A Tale of Two Cultures* (John Ferguson, Sydney).

the Annick Press, Groundwood Books and the Kids Can Press are rapidly forcing us "cultural colonialists" to revise our assumptions. In addition Canadian French-language children's publishers took a separate stand, indicating a commercial as well as a political rift between the two communities: the old — and now perhaps unfair — joke is that the English and French Canadian publishers only meet at Frankfurt and Bologna.

In Australia, more children's titles than adult's are published each year; in Canada, in both languages, children's publishing is on the up-and-up. The key to expansion for both is the right to establish Australian and Canadian rights as a separate area for negotiation, rather than leaving them lumped in with the British and United States rights. For the plain fact is that publishers' enthusiasm, and the support of librarians, booksellers, critics, may maintain or extend Australia's high per capita book-buying and reading habit, but the difficulty of publishing solely for the Australian market will

force the Australians to cease being what Anne Ingram calls "quiet achievers" and assert their place on the international scene; and consequently, of course, diminish the field of influence of the smaller British publishers.

The Irish publishers, exhibiting for the first time on a combined stand, have different problems, and different scope for development. They were concentrating their attention on the English, but receiving plenty of interest from other countries, notably Scandinavia. Aside from government-sponsored books, most Irish children's publishing is in the English language, though it tends to assert its Irishness with just a hint of desperation behind the blarney. Mercier Press's deft retelling of Frances Browne's Victorian classic, *Granny's Wonderful Chair*, for instance, claiming it for Ireland as an Irish *Granny's Wonderful Chair*, is unlikely to make much dent in the sales of the Puffin edition. One of the most interesting new titles on show was the first English translation of Pádraig Ó Súilleabháin's comic classic *Jimmie*, with marvellously adroit and expressive

an extraordinary fate. The Wind Cat becomes attached to Lukey and her Aunt Mildred, a witch who has taken early retirement to spare her niece embarrassment, while the Sea Mice eventually bring comfort to orphaned Hella, who has been left to fend for herself in a village of the dead. The stories are set in those strange worlds — almost Earth, yet slightly different — which Joan Aiken enjoys creating.

The Little Master of the Elephant and other stories by Parag Sharma concern Chintu, an Indian boy, and Vivek his elephant who have a series of adventures during which Chintu learns to doubt his own wisdom and in doing so to become wise. A delightful collection, especially perhaps for children who are unfamiliar with Indian stories. Roman and an impressive collection, easy to read like the others in the series but particularly rich in that each story is set in a different culture and time. "Ronan", set in ancient Ireland, tells of a boy lost at sea as a baby who is raised by a seal mother and finally comes back to land. "Jo-ai-ai" is a Mexican girl in Aztec times who lives with her mother and an ogre; "Ahto" is about a noble family in Lapland, and "The Poison Damsel" takes place in the desert kingdom of Saire.

Caroline Storr's collection *If Shouldn't Happen to a Frog* is a hilarious re-working of several fairy stories. Modern Lisa finds herself acting out the stories: first with a frog prince who is far from pleased with the royal fare and the royal bed, and who departs in a huff for the pond from which he was retrieved; then a golden ball. As which he retrieved her golden ball. As a brown-haired girl who is only too pleased to be rid of his chair, long since sold to him. He begs her to come back and wreck his life by her side as he helps her escape through the window. As Bluebeard's wife Lisa learns that the locked room conceals an unlikely secret — Bluebeard's hair dye. And as Cinderella she nearly loses the Prince when she comes home at midnight in both the glass slipper and the Prince. "Things are not so simple as they seem" when you start interfering with the way the well-known story has always been told. As Marmalade, Atkins would undoubtedly put it — "Right, cook."

Macmillan's Flying Carpets series (£4.50 each) is also recommended for reading aloud as well as the class library. Each book, by a well known writer, is a collection of short stories derived from folk and fairy tales. *Fog* by Hound, *Witch Cat*, *Sea Mice* are typical. Joan Aiken stories — elegant, lyrical, funny and frightening. The *Fog* is a "paler than vapour and silent" as smoke, "chopping to and fro in the road like a pulse of grey cloud that divides round a car" are used to hint fugitives; but choose the boy Ted for

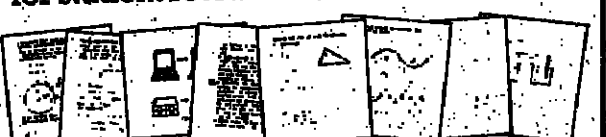
Beverly Anderson

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ARTS

Tomorrow night sees the first preview of Jean-Jacques Bernard's 1922 play *Martine* at the Lyttelton Theatre. It's not a play that many of us will be familiar with: although Bernard was a minor celebrity among the theatrical avant-garde of the 1920s and 1930s, he has since slipped from grace, and *Martine*, successfully produced in many countries in the 1930s has been largely forgotten. And that's rather strange, because, reading of John Fowles's new translation reveals the play to be in no way outdated. As its director Sir Peter Hall says, "to some extent Bernard is the missing link between Chekhov and modern drama".

Bernard always upheld that when he wrote *Martine* he knew nothing of Chekhov's work - "and one has to believe him", smiles Hall ambiguously. However, the comparison is inevitable, and *Martine*, with its simplicity, delicacy and searing emotional impact, directly evokes the qualities of Chekhov's short stories. *Martine* is a peasant girl whose tragedy is to fall in love with an educated young man, and whose dramatic power is in her inability to express her emotions. She loses her lover Julien to a woman who is his intellectual equal ("It's your intelligence", he declares to her. "I find it so moving"), and is herself forced into a loveless marriage. It is a simple but heart-rending story which exemplifies Bernard's claim that the words that aren't spoken between characters can be far more eloquent than those that are. "All great dramatists are aware of the value of understatement," says Hall, "but Bernard elevates the subject to a very high art."

Bernard is usually identified with an avant-garde movement originally dubbed *Théâtre du Silence*. Personally he preferred the term *Hallé de l'Inexprimé* because, as Hall explains, "Bernard was more concerned with what is being said underneath the words than with 'silence' as such. Certainly he marks the hesitations and discontinuities of speech, and he loves pauses, but I wouldn't want this production to be ridden with 'significant' silence. In the theatre you have to earn your pauses; otherwise you make a very terrible portentous, heavy and ponderous play. Bernard's genius was to explore the underlying emotions and to present them clearly for the audience. "The audience must know what is going on: ambiguity in the theatre is very dangerous, it can lead to meaninglessness. Contradiction, on the other hand, where you can see different motives confronting each other, that's wonderful. If the actors have the right interior life then the audience will understand the sub-text. It's one of the mysteries of live theatre, that there is a communication beyond words and beyond action."

The play is short, running to just one and three-quarter hours without interval, and is divided into five acts, each



Between the lines

Lynne Truss talks to Sir Peter Hall about the NT's forthcoming production of 'Martine'

one "a slice of time". "The sense of time passing and seasons change is very strong in the play. Bernard's technique is to demonstrate episodes in the story, but he is masterly at establishing what happened in the gaps." In each act *Martine*'s tragedy deepens, as she endures the unintentional cruelties of Julien and his clever wife, who burden her with confidences, and is persuaded by Julien's well-meaning grandmother to marry Alfred, a peasant lad who won't take no for an answer and who is prepared to take no answer for "yes". "The miracle of the piece is that *Martine* is much more perceptive than anyone else. Bernard has created an underdog girl who is deeply intelligent and sensitive. Surrounded by people who care more than ready to talk, she can't talk about herself, partly because she hasn't been educated to express herself and partly because she's terribly aware of the educational and social gulf between herself and Julien. But she's not a milkop wail in any sense. She's tough and strong." In fact it is partly her dignity as a peasant that prevents her from discussing her feelings: "The peasant regards talking about yourself as indulgent."

The social make-up is perhaps the most difficult element of the play to translate. "It is a problem, because we don't have a peasant class in that sense; we lost our peasants two hundred years

ago. Also, one of the themes of the play is the intellectual's simplistic and sentimental love of the peasantry and the countryside which is very French." Placing the rustic idiom was therefore rather tricky, and in the end Hall settled on "slightly Norfolk", perhaps because East Anglia was where he grew up ("my whole family were farm labourers in Suffolk") and because of the happy memories he has of working there on his film *Akenfield*. Hall is impressed by Bernard's understanding of the peasantry and sees the social gulf between *Martine* and Julien as important, but says that if the class division weren't there, *Martine*'s problems would not be solved. "*Martine* is more about the human heart than anything. It's an intensely romantic play."

Hall fears that because *Martine* lacks any overt political content the "more fashionable critics" might write the play off as "just romantic, old-fashioned and pretty". "But it's much deeper and richer than that. It's an important play. I do think it is one of the functions of the National Theatre to examine plays that were regarded as masterpieces in their own time, and risk the charge that they are now 'unfashionable'. If one sits in a corner wondering whether a play is fashionable or not, you would never do anything."

Martine previews from tomorrow. First night is April 20.

Facing the music

Shell-London Symphony Orchestra
Muscle Scholarship: Woodwind Final
Sir Henry Wood Hall

It's something like the queue round the noticeboard the day the examination results are posted. Outside the light, airy auditorium of the Wren church, unexpected jewel in the no man's land between London Bridge and the Elephant and Castle, tension is mounting. The 13 youngsters who have been put through their paces at the morning audition are waiting to hear who will go forward to the afternoon session. The adjudicators are the four principals of the London Symphony Orchestra woodwind section, plus nonagenarian Leon Goossens, who must have seen some changes in the years he has been associated with young instrumentalists. The competitors can't believe the examiners are "such nice people". Every emphasis is laid on putting the candidates at ease during the ordeal, and indeed, this isn't the first time the genial bunch have met this particular group of young players (some of whose number have already fallen by the wayside at a previous audition). "I'd suggest a little faster here," jokes Jack Brymer, the scholarship's new director, to nervous young clarinetist who hasn't quite made the most of Malcolm Arnold's *Sonatina*. "The composer doesn't say so, I'll have a word with him the next time I see him..." "Suppose you have a fussy conductor who wants this passage (from Beethoven's *Pastorale*) semi staccato, then staccato..." he insists to another. "No concessions are made," says Jack, whose avuncular manner belies an ex-teacher. "We expect to treat them like performers. It's no good saying they had an off day because you can't have an off day when you are performing in front of an audience."

The Shell Music Scholarship has perhaps more relevance this year than ever before, turning the spotlight on many of the current arguments about the place of music in schools, cutbacks in instrumental teaching, arts sponsorship and the value of music competitions. Talking to bassoonist Robert Bourton, one finds an enlightened view now always shared by those concerned with young genius. He feels the scholarship gives children from all kinds of backgrounds a chance to "have a go". It will be unfortunate if because of cutbacks children from ordinary schools cannot enter. Sometimes, he says, you will find a clarinetist forced to touch the bassoon, and it always shows. Luckily, the £100,000 the LSO is losing from its budget will

not affect its education policy. All the LSO leaders clearly enjoy their role as teachers, and are full of praise for their sponsors. "It's marvellous that a multinational company like Shell chooses to put money into school music. Admiration is mutual. Shell's new marketing manager shares Robert Bourton's view that music must reach a wider audience. This year Granada will televise the Manchester Woodshop, and it is interesting to note that the orchestra's only tour, in conjunction with the scholarship, is sponsored by Shell UK."

The Shell-LSO Scholarship is undoubtedly one of the fairest of all competitions involving young instrumentalists. Entry is free, and everyone is heard, if only for a few minutes. The pressure, said one competitor, comes from feeling you are taking an examination in public, and some players are obviously very nervous. One of two bassoonists, always in a minority, was quite clear that she entered to need the prize money (£4,000) to continue her studies. An obvious reading geography at university, was more philosophical. "If I don't win, I'll just go on with geography. I definitely don't want to teach." "But," he added, "I didn't study privately all was in sixth form. I just came on everyone's lips on this occasion was that of a 14-year-old flautist from Eastbourne, who despite nearly losing his turn being stuck in a traffic jam, glided with perfect ease through Debussy's *Phlûde à l'après-midi* et *Jaune*, and Poulenc's *Sonata*. "We never heard of his teacher," said Peter Lloyd, principal flute, "but he's never taken an exam, but one day he'll play in a major orchestra."

The orchestral piece, with the piano taking the role of the orchestra, is as important as the solo works, because in the final (this year held at the Barbican on June 23) the candidates will be expected to take the responsibility of leading the woodwind section of the orchestra. This competition looks particularly for players who can integrate and direct others. The last word goes to Jack Brymer. "This is the search for how the orchestras of the future are going to be made up. So although it is the moment of the lifetime for the few who are chosen, the experience is perhaps more valuable still for the many who are called to audition but come away empty-handed."

Philippa Davidson

Pioneer worker

Augusto Boal
Theatre of the Oppressed workshops

Attracting very little attention, one of the pioneers of agit-prop theatre arrived in this country last month. Augusto Boal, whose book *Theatre of the Oppressed* (Pluto, 1979) directly or indirectly paved the way for the current plethora of women's, gay, disabled, tenants', ethnic minority and young people's theatre groups, was in London for a three-day workshop at Goldsmiths' College.

Students, members of community theatres and theatre-in-education companies were introduced to his methods by Boal himself and members of his Paris-based Théâtre de l'Opprimé. At the concluding plenary session the influential director and writer told the audience of more than 200: "Don't be afraid to be grotesque."

Previously, he had sketched the theoretical background to his form of overtly political theatre. The Theatre of the Oppressed provided a form of "participatory theatre which enable a group to confront the reality of oppression and constraint in their own world", he said. It had two principal aims, to help spectators (whom Boal refers to as "observer-activists") become protagonists, and through them to transfer jobs real-life the actions they had seen on stage.

But the workshops showed that the methods of this self-confessed revolutionary were being used by ordinary

Working with actors he used exactly the same trust exercises, theatre games and group improvisation techniques as are used by many more orthodox directors. It was only in a "living statue" exercise, in which he persuaded members of the audience to devise tableaux representing the Conservative and Labour parties, that his belief that "all theatre is necessarily political" came through (and rather self-consciously at that). In an essay reprinted in a booklet accompanying the workshops, Boal elaborates his theory of "the cop in the head": that we are oppressed because we oppress ourselves, or at least allow ourselves to be oppressed. For this to be true the opposite must also obtain: that we are not oppressed if we consider ourselves free. It is not such an attractive doctrine, but is accepted by just about every group that has been to give us less agit-prop and more theatre in the future.

Hugh David

Next week

What is women's history?
Juliet Gardiner reports on the debate as it percolates through to school textbooks

notes

PEACE PACKAGE
The cast of the children's musical "Peace Child" are to stage two shows in London this week, and a study pack of the same name is to be released.

The teenage children will perform on April 12 before Soviet and American participants to the nuclear arms negotiations, and on April 13 and 14 at St James's Church in Piccadilly. The story - American boy meets Russian girl and they become friends, deciding if they can go on, then why not their leaders? The "Peace Child" study pack for schools looks at what young people "can do" to help solve the nuclear problems. The packs are now available, with script, score and teaching materials, price £10, from Peace Child, Whickham House, 10 Cleveland Way, London E1.

INNOVATIVE SOLUTIONS?
"Innovation 85" is an information technology exhibition being held at the Camfield Institute of Technology in Bedfordshire from April 16-19. Tickets are available for sixth formers and career advisers interested in a view of today's business world. Representatives of business equipment firms, national organizations, universities, the Armed Services and Camfield Institute will give presentations, advice and information about career opportunities in information technology. Entrance by ticket only. For details ring (0955) 51133.

Four to two legs

Footprints three-and-a-half million years old, viewed under the harsh sun of East Africa as we walk back into the 35 million-year past of our species, are promised to us by the organizers of a forthcoming exhibition, *The Human Story*. Due to open at the Commonwealth Institute on November 20, the exhibition will be sponsored by IBM to the tune of £195,000 and is scheduled to run 10 African and European cities in the next four years. Richard Leakey, prime mover of the exhibition, described it at a press conference in London as giving visitors "an experience that will change their perspective on humanity" and reinforce "the strong bond of our community".

A wealth of educational material is planned to accompany the exhibition, which will fall into three main units: Separation of the Continents, From Four to Two Legs, and Development of the Brain and Tools. Lush use is to be made of computer graphics, interactive video exhibits, walk-in dioramas and selected exhibits of great dramatic import, such as the footprints, old skulls and flint tools. "Temperature and humidity controls will be in use as well as sound tracks, to create what Mr Leakey described as a 'personalized experience of evolution'."

And children should appreciate the organizers' plan to divide the units up into small "time boxes" to emphasize the discontinuity of scenes over such a vast time-scale. With the stress placed less on recent cultural diversity than on the common history discovered by paleontologists, close cooperation with the Natural History Museum and Geological Survey has been essential, but the exhibitors are far from projecting a purely biological message. Human evolution for cultural change need not lead to conflict, they feel, and by focusing on so much history which is common to us all, they hope to show how brief and recent are our notions of racial difference.

Originally the exhibition was first planned as part of an exhibition on Africa at the Commonwealth Institute, but when Africa after all, as Mr Leakey's work has shown, that the story of humanity took shape.

Subject to Public Relations, Commonwealth Institute, 01-403-4333.

Victoria Neumann

RESOURCES

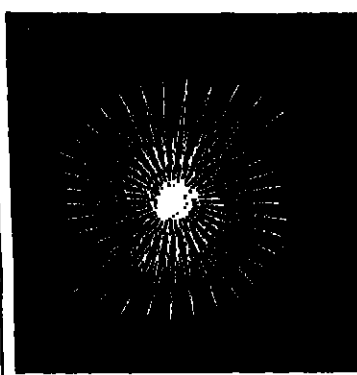
LOGO MATHS

Rosamund Sutherland reports on a conference to assess the role of the computer language LOGO in the mathematics curriculum

At the end of March a small working conference of invited academics met at the Institute of Education to consider the role of LOGO within the school mathematics curriculum. For the first time 40 researchers and educators came from all over the world to assess the current position, to discuss research findings, exchange ideas and identify themes and questions for guiding future investigation.

An underlying theme throughout the conference was the value of LOGO in challenging accepted notions of what is appropriate in a mathematics curriculum, and in making mathematical activity more exciting and pupil-centred. There was a general consensus that LOGO, and in particular turtle geometry, provides a crucial link between mathematical abstractions and the real world. As a language, it enables mathematical objects to be named, explored and experimented with in such a way that it appears "you have part of your brain in front of you with which you can interact" (quoted by Dr Herbert Loethle).

Papers were submitted on four principal areas: LOGO as an environment for learning mathematics; building a LOGO-based mathematics curriculum; implementation of a LOGO mathematics



curriculum in the school; and developing new microworlds. (A microworld is an environment created on the computer using LOGO which promotes the understanding of specific mathematical ideas through exploration and investigation.) Smaller working groups then tried to develop an understanding of LOGO within the mathematics curriculum and to produce some practical outcomes for use by teachers. Reports on these will be available later in the year.

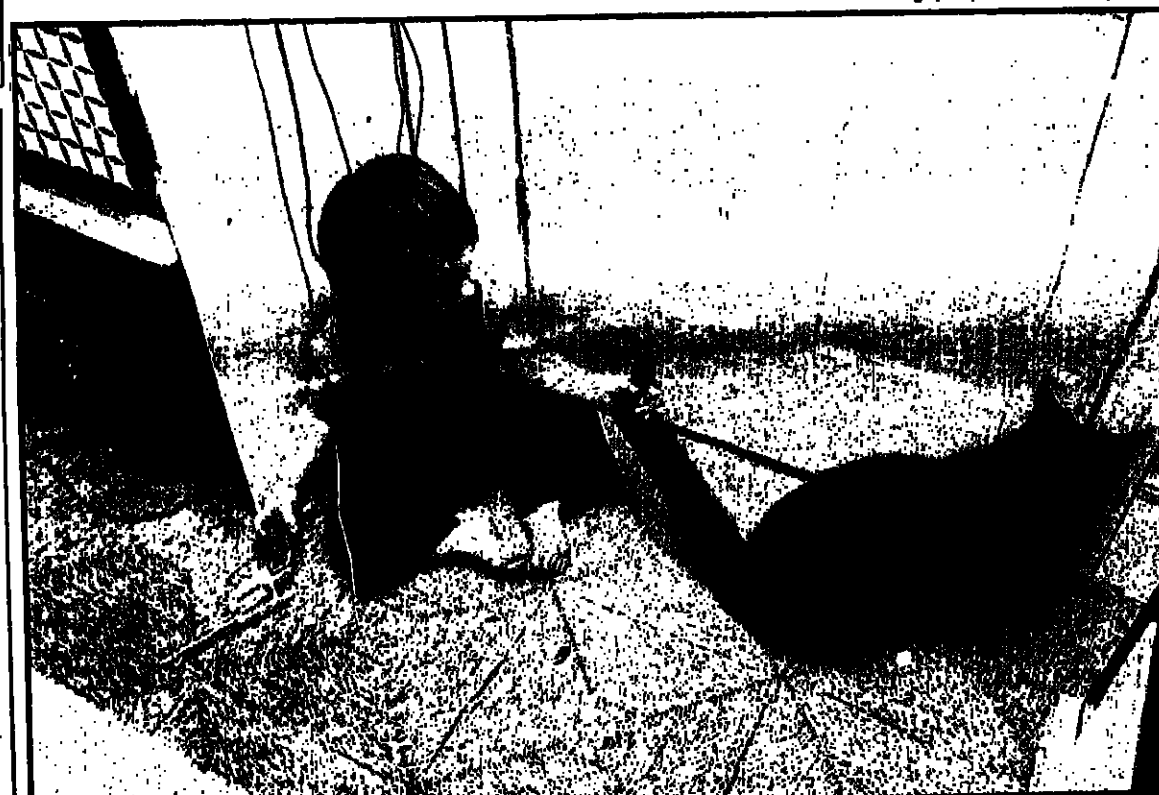
The first set of working groups looked at the two major issues of recursion and variables. Questions included the conceptual nature of these

ideas and the kinds of LOGO environments which would make them more accessible to children. The second set considered number, algebra and geometry within the school mathematics curriculum, and discussed how LOGO can make a new and valuable contribution to the understanding of these areas.

The conference ended on a note of optimism. In a final debate on the implications of LOGO for the mathematics curriculum, it was concluded that despite all research and curriculum development which still needs to be done, there is a real possibility that with LOGO, mathematics will become more accessible to more children. These changes must get under way so that we know what to ask from new developments in technology and programming languages and will be better able to implement them. Mathematics education will then be in control of the new technology rather than merely reacting to it.

Proceedings of this conference will be available later this year from Professor Celia Hoyles, *Logo Maths Project*, Department of Mathematics, Statistics and Computing, London University, Institute of Education, 20 Bedford Way, London WC1H 0AL.

Photograph by Richard and Sally Greenhill



Want to teach your child a lesson? The RSPCA is running an exhibition on pets at the Natural History Museum this month. Photographs of domesticated - or is it feralized? - animals show the backgrounds from which they emerge. The RSPCA's booklets giving advice on how to "Care for Your Pet" are being relaunched simultaneously (£1.50). RSPCA, Natural History Museum, London SW1 until April 30. (Review next week)

Ethical outrage

Animal Rights?
Filmmakers and cassette
Price £22 + VAT
Mary Glasgow Publications, 140 Kensington Church Street, London W8.

Animal Rights? does not pretend to be neutral. A sound/filmstrip set sponsored by Animal Aid, it looks at the ways in which human beings use animals - for food, for clothing, for entertainment, for experiments - and provokes many interesting and complex questions. As its sponsorship indicates, it is biased in favour of greater rights for animals; its main purpose, however, is not to preach but to lead us to re-examine our own attitudes.

In its attempt to do this, the set confronts us with a fair number of distressing facts and figures: the effect of dripping chemicals into the eyes of a blinded dog that has been rabidly forced to attack; battery animals, seal culls, and other images which have become all too familiar. But the sense of emotional and ethical outrage

which such sights arouse, and which is evident as an undercurrent almost throughout, is successfully channelled into discussion focused on the clear moral argument that "all sentient creatures have the right to life and to freedom from suffering."

Although this assertion forms the core of the view advocated in the set, the commentary ranges widely around it. Western attitudes to animals are traced to their philosophical, cultural and religious roots, and compared rather too briefly with other religions such as those of Hinduism and Buddhism. Factory farming is linked with "agribusiness", and the pressing use of animals for medical experiments is discussed in connection with our emphasis on drugs rather than on, say, disease prevention or the development of alternatives to conventional medicine. Arguments about the ethical implications of animal rights should be a stimulating introduction to a growing debate.

Ashok Bery

Conveying the media message

Making the News
Published by Young Save the Children. Available free of charge from The Save the Children Fund, Mary Datchelor House, 17 Grove Lane, Camberwell, London SE5 8RD.

Children, we are told, spend up to 20 per cent of their waking lives watching television. Newspapers on the other hand take up rather less of their time. There are the front-page headlines, but in-depth news, particularly outside the United Kingdom, is for the most part given scant attention.

With this in mind, Save the Children have brought out a resource pack, *Making the News*, which sets out "to encourage children to be more aware of the media which is produced for them". It is aimed at the 9-13 age range and sets itself the dual task of showing children through their own active participation how news is made, selected and presented, while at the same time conveying the "media" message of Third World poverty, against which Save the Children is constantly fighting.

The material divides broadly into two branches of the media, broadcasting and newspapers, concentrating on those areas which as a passive recipient the child will have found most influential. *John Craven's Newsworld*, for instance, is watched by up to eight million children in the winter months and this forms the basis for the pack's "Newsworld Extra" unit. Children have to make their own taped programme, using the transcript from Craven's visit to a Save the Children nutrition unit in Bangladesh. An alternative for the less able is a board game, "Newsweek", which uses cut-out money and baggy squares to demonstrate the high cost and frequent pitfalls involved in presenting a short news item from a Third World country.

For aspiring young print journalists there is the "Front Page" unit, consisting of information, headlines and matching news stories from which groups can put together their own front page. This time the focus is on an Indian province of Andhra Pradesh, and the scope for creative writing, group discussion and presentation for display work is extensive. The province has been chosen for its similarity in size and population to the UK, but what of the differences? They are many, and there to be discovered as the unit develops.

A teacher who orders *Making the News* must turn a pretty box of media tricks into a viable educational package, the underlying message being that while events make the news, it is the context which needs to be understood for us all to become active participants in the struggle for a better world.

Nick Cottam

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For 1597 read 1957

The Merry Wives of Windsor. Royal Shakespeare Theatre, Stratford-upon-Avon. Philanthropes. The Other Place

George Orwell is said to have invented the title of 1984 by juggling the digits of 1949, the year in which the book was finished. Bill Alexander has found a setting for his production of *The Merry Wives of Windsor* by precisely the same process: 1597, the most likely date for the play's first performance, becomes 1957. A Tudor citizen-comedy becomes a neo-Tudor suburban romp in the semi and saloon bars of Elizabeth II's Windsor.

The purpose of this radical updating is, of course, to make the play seem close to us. *The Merry Wives of Windsor* is unique among Shakespeare's plays in two ways - it is almost entirely in prose, and it is set (despite Falstaff's previous incarnation in the reign of Henry IV) in the pub and houses of a contemporary England. Watching this play, Shakespeare's original audience was, for once, not transported to Illyria or Agincourt but kept firmly at home. If

Bill Alexander and his designer, William Dudley, carry us back even 25 years from our own here-and-now, they do it presumably because no more recent era can quite match the optimism and confident prosperity of the late 1950s.

The high spirits and comic energy of the production - culminating in a marvellous set-piece live routine at the curtain call - amply justify the decision, though it was not until after the interval that I felt sure they would. At first the period detail is cumbersome and laborious. Complex sets and elaborate music slow down the action, while actors are often inhibited by their setting. Peter Jeffrey's Falstaff, for example, in his tweed suit and yellow waistcoat, is a shiny character study of a postwar temporary gentleman. The result is not, however, either very funny or very warm. This Falstaff functions as a villain rather than a rogue, and is best in his most brutal moments.

The Merry Wives themselves, though played with marvellous panache by Janet Dale and Lindsay Duncan, suffer from a still more deep-rooted uncertainty. Are these wise and sympathetic heroines taking a deserved revenge on that blundering creature, Man? Or are they to be satirical portraits of grotesque village, lower-middle-class housewives? The actresses are not sure and, as a consequence, neither is the audience. Fortunately in the latter part of the play such worries become less important. As the action becomes more farcical, and as Nicky Henson's Ford is able to infect the production with more and more of his self-confident comic

zeal, the show finally comes to life. Lines may sometimes be lost amid the clutter, and the (important) love plot may be sacrificed to the wish to make the most of the comic beastnik. But despite its local misjudgements, this *Merry Wives* does have the one indispensable quality - a genuine sense of fun.

Fun is the last thing you should expect from Gorky's *Philippines*, consisting as it does of a seemingly endless series of agonized shouting matches. Vasily Bessemenov, a prosperous businessman (played with frightening emotional violence by David Burke), is at odds with his educated but disaffected children. They refuse to fulfil the ambitions he has for them, yet at the same time don't know what else they want to do with themselves.

In the hands of Gorky's mentor, Chekhov, such a confrontation would have been permanent and disturbing human relevance. Gorky's mind, however, is a simpler one, and he harnesses his brilliant observations to a tubercular political cart. The wicked bourgeois family is not so much unmasked as beaten to death before our eyes, while a wonderful, warm-hearted proletarian holds forth on his radiant (and presumably unfamiliar) future. Gorky invented the phrase "socialist realism". On the evidence of *Philippines* it must be said that he handles at least the latter part of that dual concept extremely well. At *The Other Place*, both his translator, Dusty Hughes, and John Cairns's remarkable cast rise to its technical challenges with great sensitivity.

Nicholas Shrimpton

METROPOLITAN BOROUGH OF KNOWSLEY

HEADSHIPS

The authority has recently implemented a generous programme of early retirement and consequently is able to invite applications for the following Headships for September 1985.

County Primary Schools

Whiston Wills County Primary School, Whiston, L35 2YN (Group 5: 286 pupils)
Page Moss County Primary School, Huyton, L36 4NY (Group 5: 285 pupils)
Ninette County Primary School, Stockbridge Village, L28 4ED (Group 4: 185 pupils)
Eastcroft County Primary School, Kirkby, L33 1EB (Group 6: 436 pupils)

RC Primary Schools

St. Leo's RC Primary School, Whiston, L35 3SR (Group 4: 164 pupils: Chairman of Governors, Rev. D. Harvey, St. Leo's Presbytery, Lickers Lane, Whiston, Merseyside L35 3PV)
St. Joseph's RC Primary School, Huyton, L36 8DS (Group 4: 211 pupils: Chairman of Governors, Rev. V. Doyle, St. Aidan's Presbytery, Adwood Road, Huyton, Merseyside, L36 7XR)
St. Dominic's RC Junior School, Juyton, L14 8UL (Group 5: 289 pupils: Chairman of Governors, Rt. Rev. Monsignor P. Whitty PP, St. Dominic's Presbytery, Southdene Road, Liverpool L14 8UL)
Application forms and further details may be obtained from the Borough Education Officer, Education Offices, Huyton Hay Road, Huyton, Merseyside L36 5VH. Completed forms should be returned to the Chairman of Governors of the Borough Education Officer. Applicants for more than one County School post need submit only one form indicating on it the posts applied for in order of preference. Closing date for all applications 28 April 1985.

PRIMARY HEADSHIPS continued

GLOUCESTERSHIRE

An Equal Opportunities Employer.
SCHOOL WITH WOODFORD C. OFFICE (CONTROLLED) PRIMARY HEADSHIP. Stone, Berkeley, Glos. 56 on 11.12.84. HEAD TEACHER Group 2. Required for 1st September 1985.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (encl. a.s.e.), closing date 28th April, 1985. 110010

HERTFORDSHIRE

LIMEWALK I.M.I. SCHOOL. Hemel Hempstead. GROUP 4. Appointment for September 1985.
Application forms invited for the HEADSHIP of this Junior and Infant School.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, to whom completed applications should be returned.
Closing date: 22nd April, 1985. a.s.e. please. 110010 (35133)

KENT

COUNTY COUNCIL. EDUCATION DEPARTMENT. TEACHERS ADVISER (MATHEMATICS). See details advertisement under Administration. 110010 (28461)

OLDHAM

METROPOLITAN BOROUGH. ST. AGNES KNOLL LANE C. SCHOOL. Knolls Lane, Leeds. Oldham OL4 2RU.
Required for September 1985 for this voluntary aided Church of England primary school. There are three full time and one part time member of staff in addition to the Head with 88 children on roll.
This is a rural school situated on the outskirts of Oldham.
Applicants should preferably be communicant members of the Church of England.
Application forms/further details (see) from the Director of Education, Old Town Hall, Oldham Road, Chadderton, Oldham OL4 6PP, or to the Reverend A.T.P. Harrison, St. Agnes' Rectory, Oldham OL4 6PP, by the 26th April 1985. 110010 (28418)

OLDHAM

METROPOLITAN BOROUGH. KNOWLES COUNTY COUNCIL. Stoneleigh Road, Springhead, Oldham OL4 2RU.
Required for September 1985. HEAD TEACHER GROUP 4. The vacancy arises on the retirement of a present Head. Candidates should have wide knowledge of recent developments of Primary education.
Application forms/further details (see) from the Director of Education, Old Town Hall, Oldham OL4 6PP, or to the Reverend A.T.P. Harrison, St. Agnes' Rectory, Oldham OL4 6PP, by the 26th April 1985. 110010 (28418)

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Required for September 1985. HEAD TEACHER GROUP 4. The vacancy arises on the retirement of a present Head. Candidates should have wide knowledge of recent developments of Primary education.
Application forms/further details (see) from the Director of Education, Old Town Hall, Oldham OL4 6PP, or to the Reverend A.T.P. Harrison, St. Agnes' Rectory, Oldham OL4 6PP, by the 26th April 1985. 110010 (28418)

OLDHAM BOROUGH

FRESHOLD COMMUNITY

Oldham OL5 7RG.
Required for September 1985. HEAD TEACHER GROUP 5.
This multi-racial primary school was established as a full community school five years ago, since then it has achieved a wide reputation both locally and nationally. Candidates must be suitably qualified and experienced with a good understanding of and a firm commitment to the concept of a community school.
An additional allowance of 10% of salary is payable in respect of the community centre element of the school.
Application forms (see) from the Director of Education, Old Town Hall, Oldham OL5 7RG, to whom completed applications should be returned by 26th April 1985. 110010 (28420)

WARWICKSHIRE

NEWBOLD-ON-STOUR. NEWBOLD-ON-STOUR INFANT SCHOOL. Newbold-on-Stour, Stratford-upon-Avon CV37 8TU.
Applications are invited for the post of HEAD TEACHER (Group 2) to be responsible for the above school with effect from September 1985. The arrangement is to be as a co-operative venture in which the schools, under the leadership of the Head, will make the most effective use of the combined staff and other resources while remaining separate schools.
Application forms and further details may be obtained from the County Education Officer, 93 Northgate Street, Warwick CV4 4BR (ref: SC17) to whom completed forms should be returned by 26th April 1985. 110010 (28259)

WIRRAL

METROPOLITAN BOROUGH. ST. JOSEPH'S R.C. AIDED PRIMARY SCHOOL. Birkenhead Road, Wirral. Required for 1st September 1985. HEAD TEACHER GROUP 4. For the growing Primary School.
Applications are invited from experienced teachers with wide experience within the Primary age range.
Application form and the further details available from the Director of Education, 141 CHL on receipt of a.s.e. Completed applications should be returned to Mr J. Fraser, St. Joseph's Rectory, Birkenhead Road, Wirral, by 26th April, 1985. 110010 (28217)

Deputy Headships

Second Masters/

Mistresses

BERKSHIRE

WYANDHAM COUNTY COMBINED SCHOOL. Welwyn Road, Wyandham, Sussex TW19 1JY.
NOR: 270. Required for September 1985. DEPUTY HEAD TEACHER (Group 5). Application forms and further details from the Headteacher (SAG), Tel: Wyandham 2693. Closing Date: 30.4.85. An Equal Opportunities Employer. 110012 (25155)

BOLTON

BOLTON METROPOLITAN BOROUGH. ST. THOMAS'S R.C. (AIDED) PRIMARY SCHOOL. Redcar Road, Little Lever, Bolton. Required from 1st September 1985.
DEPUTY HEAD TEACHER, GROUP 4. Applications are invited from practising Catholic teachers with appropriate qualifications and experience. Completed applications to be returned to: Rev. M. Conry, St. Thomas's Rectory, 44 Redcar Road, Little Lever, Bolton BL3 1EN, by 24th April, 1985.
Application forms and further details from the Director of Education and Art, 11, The Civic Centre Bolton, BL1 1JW. (28328) 110012

CUMBRIA

COUNTY COUNCIL. SAVERING SCHOOL. Atkinson Street, Haverigg, Cumbria LA18 4HA.
County, mixed 4-11. N.O.R. 184.
Required for September 1985. Deputy Head for this Group 4 School, 1985.
Application forms available from and returnable to the Director of Education, 11, The Civic Centre, Whitehaven, CA15 7BD by 24 April 1985. (28189) 110012

HAMPSHIRE

TITCHFIELD COUNTY PRIMARY SCHOOL. Southampton Road, Titchfield, Fareham, Hants. PO14 4AR.
Required 1st September 1985. DEPUTY HEAD TEACHER, GROUP 4.
Applications to write to the Headteacher from whom further details are available by 24 April 1985. (27855) 110010

Headteacher

WARNHAM C.E.P. (CONTROLLED) SCHOOL, FREEMAN ROAD, WARNHAM, HORSHAM, WEST SUSSEX RH12 3RQ.
READVERTISEMENT - Previous applicants automatically considered.
Required September 1985 a Headteacher for the group 3 school.
Form and details from Area Education Officer for Mid-Sussex, Beekworth House, Black Hill, Lindfield, Haywards Heath, RH18 2DU, telephone Lindfield 4321 ext. 25, to whom applications should be returned as soon as possible.

west sussex

County of Cleveland

An equal opportunities employer.
ROSEWORTH PRIMARY SCHOOL, Rudyard Avenue, Stockton, Cleveland TS19 9LF.
HEAD TEACHER (GROUP 5)
Applications are invited from suitably qualified and experienced teachers for the Headship of this primary school from September 1985.
Application forms and further details obtainable from and returnable to The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. Telephone Middlesbrough 248155. Ext. 9107. by 26th April, 1985.
Financial assistance with household removal expenses may be available in approved cases.

EAST SUSSEX

SALTDEN COUNTY PRIMARY SCHOOL. Chillingham Road, Brighton BN2 5SA.
Required from September 1985. DEPUTY HEAD TEACHER (Group 4). Experienced teacher (Group 4) with a successful class teacher background. Knowledge of curriculum development and experience in running a school. Relocation grants available in approved cases.
Application forms and further details from the County Education Officer, Box 4, County Hall, Brighton, BN1 1GU. Closing Date: 26th April 1985. 110010

EAST SUSSEX

BENFIELD COURT JUNIOR SCHOOL. Old Shoreham Road, Portlanoth, Brighton BN2 4XG.
Required from September 1985. DEPUTY HEAD TEACHER (Group 4) able to take over the school.
Application forms and further details from the County Education Officer, Box 4, County Hall, Brighton, BN1 1GU. Closing Date: 26th April 1985. 110010

HAMPSHIRE

PORTWOOD FIRST AND MIDDLE SCHOOLS. Portwood Road, Southampton SO2 3AA.
Required September 1985. DEPUTY HEAD TEACHER, GROUP 4. A.S.E. to Head for further details. (28365) 110010

HAMPSHIRE

TITCHFIELD COUNTY PRIMARY SCHOOL. Southampton Road, Titchfield, Fareham, Hants. PO14 4AR.
Required 1st September 1985. DEPUTY HEAD TEACHER, GROUP 4.
Applications to write to the Headteacher from whom further details are available by 24 April 1985. (27855) 110010

Underestimated and misunderstood

How should we teach women's history? asks Colin James Hall

I was inspired to consider the area of women's history by several coincidental and unrelated events in my classroom. First, was the reaction of a 13-year-old girl who had been interviewing her grandmother as part of an oral history exercise.
She had asked her grandmother whether she had ever thought of a career. "Oh no dear, that wouldn't have been the done thing at all, people wouldn't have thought you were a real woman. No, we had our jobs to do looking after the menfolk and making sure they had nothing to worry about when they went to work." When I commented on how greatly things had changed I was reprimanded by the pupil who said: "Well, it hasn't changed really, only on the outside, everybody still thinks men are the leaders."

Second, I was further chastened by comments weeks later when a discussion lesson seemed to give credence to this notion of male superiority. A class, when asked to divide into groups and elect a spokesperson - and I was deliberate in my terminology - chose all males as leaders. When questioned as to the reason why, some of the responses were: the boys did it better, the girls could not be bothered to compete, they preferred the preparation and writing. More seriously, many of them simply had no desire to lead and perceived their role as being supportive and supplementary.
Provoked by these two relatively unimportant and inconclusive experiences, I considered, not for the first time, the differing responses of males and females to the Schools Council History Project which forms much of my teaching. Over some years I have been worried that while examination results bore little correlation to gender, the willingness of boys to deal with open-ended questions was marked in contrast to the majority of girls. My experience thus seemed to indicate that some girls were not benefitting fully from certain kinds of approach to learning. I decided that developing Women's History might help. I should like to pose two questions: why and how should we teach women's history?

The position of women and their expected roles have changed dramatically, and are still changing. As educators we bear some responsibility in that process of change. As history teachers, the process of change ought to concern us and we ought to play an active part in it as well as being the receptors of it. We are well used to dealing with political and economic change but dealing with social and cultural change is much less easy.
Beyond the superficial conformity of adolescence in relation to sex-roles and stereotypes currently lies a deeper ambivalence about behaviour and expectations. There is a nascent awareness of equality and an attempt to be freed, in some measure, from the traditional image imposed by the past and by much of the current media image.

Existing and stereotyping are deeply rooted in the social habits and practices of centuries of common acceptance. Given this fact and the general adolescent desire to conform to some notion of normality, or to display a conversational idea of relating society in an adult way, I think, I should like to suggest a way of approaching and dealing with women's history in the classroom to an early



boys to pretend to be Victorian housewives? Theoretically not, I suppose as (without a qualm) we have been asking girls to be soldiers in the trenches for years. The potential for developing a hitherto relatively unexplored field of history is endless. We have developed that of the working-class, now it seems important to perform the same service for the countless millions of underestimated and misunderstood women of the past.

There are, however, wider benefits and possible results that go beyond another course in a history department. Might one hope to produce informed, open-minded, questioning young people, capable of seeing themselves as individuals rather than in some role? Might they be better able to understand the notions of femininity, masculinity, and thus form better personal relationships with improved self-perception and greater respect for each other? Might one hope to illustrate the nature and possible pitfalls of prejudice, equality, and stereotyping?
As history teachers, women's history offers us an opportunity to place current social change into the context of the past and to play a part in forming a reassessment of attitudes out of the light of that historical perspective.

Colin James Hall is deputy head of history, Granby High School, Harrogate.



Emmeline Pankhurst 1858-1928

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T12/4

HEADTEACHERS

BROOKSIDE JUNIOR SCHOOL (Roll 200) Dagenham Park Drive, Harold Hill, Romford, RM3 9DJ.
Required for September 1985.
HEADTEACHER, Group 4.
Which falls vacant on the retirement of Miss J.O. Baskett.

TOWERS INFANTS SCHOOL (Roll 118) Osborne Road, Hornchurch, RM11 1HP.
Required for September 1985.
HEADTEACHER, Group 3.
Following the retirement of the present Head, Mrs. O. Grimwood.

Application forms and further details are available (a.s.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. Closing date: 25th April 1985.
Re-advertisement previous applicants will be reconsidered.

Application forms and further details (a.s.e. please) from the Director of Education, Education Department (Ref: ST/TF/MS), County Hall, Trowbridge, by 22nd April, 1985.

Application forms and further details (a.s.e. please) from the Director of Education, 11, The Civic Centre, Whitehaven, CA15 7BD by 24 April 1985. 110010 (28418)

Application forms and further details (a.s.e. please) from the Director of Education, 11, The Civic Centre, Whitehaven, CA15 7BD by 24 April 1985. 110010 (28418)

Wiltshire Primary Education

Headteacher Post
GREAT BEDWYN C.E. CONTROLLED PRIMARY SCHOOL, Church Street, Great Bedwyn, Marlborough, Wiltshire SN8 2PP.
N.O.R.79.
A Head Teacher is required for this school with effect from 1st September, 1985, following the retirement of the present Head to an Advisory Teacher post covering the whole Marlborough area. The school occupies a splendid village site and has its own detached playing field.
Application form and further details (a.s.e. please) from and returnable to the Chief Education Officer, Education Department (Ref: ST/TF/MS), County Hall, Trowbridge, by 22nd April, 1985.

Deputy Headteacher Post
WESTHEAD JUNIOR SCHOOL, Wood Lane, Chippenham, Wiltshire SN15 3DJ.
N.O.R.88.
Required from September 1985, an initial Deputy Head Teacher with an interest in the pre-school area of the curriculum.
Application forms and further details available from the Head Teacher on receipt of a.s.e.
Closing date: 26th April 1985.
Interview date: 10th May 1985.

Application forms and further details (a.s.e. please) from the Director of Education, 11, The Civic Centre, Whitehaven, CA15 7BD by 24 April 1985. 110010 (28418)

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EXTRA

Seeking for a sense of direction

Some observations by Paul Noble on a Historical Association survey of lea guidelines for primary history

The popularity of the term "Guidelines" may be due, in part at least, to the way it fits the fine line that separates the giving of instruction from the giving of advice. "Guide" conveys help, assistance and support while "line" has a harder edge, positive and direct. It knows where it's going.

The Primary Survey (1978) suggested that in some subjects, for example, history, schools lacked this sense of direction. Guidelines were needed. Further impetus to the formulation of written policy statements was given by the DES in October 1981 when circular 681 instructed each local authority to "review its policy for the school curriculum... and its arrangements for making that policy known to all concerned."

In particular the Secretary of State made it clear that in his view, "Schools should set out in writing the aims which they pursue through the organization of the curriculum and in teaching programmes."

In 1984, the Historical Association undertook to discover what sort of guidelines in history had been produced by local education authorities. The weighty pile of correspondence that resulted represented a response rate of one in three. The 45 replies included one, obscurely, from the Aberdeen Department of Tourism - "What's on and where to shop in Aberdeen." Many stated that they had no guidelines (19), although most enclosed some documentation albeit

of a general or exploratory nature. Discussion papers and draft publications were common as the lengthy process of producing policy statements was undertaken. The Royal County of Berkshire and the Metropolitan Borough of Barnsley were, in this respect at least, in the same category. Authorities proved to be wary of handing down to teachers, "tablets of stone" which might be ignored, consequently almost all the documents were produced by working parties, usually led by a local adviser, on which

from Liverpool. "Although in the past centralism had not been encouraged," runs the response from Humberside, "the l.e.a. has had to respond to 6/81." How many others one wonders, have had to overcome a reluctance to put pen to paper?

Some authorities were ill at ease with the term "guideline" itself. "East Sussex does not issue guidelines as such," writes a Humanities Adviser, and another adviser (Hounslow) writes, "This is not a guideline nevertheless it does give guidance."

Few authorities appear to have written specifically about primary school history. Those that have done so commonly coupled a delineation of aims with a justification of history's place in the curriculum. Barnsley's draft document claimed that history can contribute to eight "broad areas of experience". All made it clear that the teaching of history "needs to be seen as more than the acquisition of facts" (Devon).

Ideas of continuity and change, of similarity and difference and an awareness of the nature of evidence were recurring themes. When these general themes were developed in more detail, however, the writers sometimes trod on shaky ground. An understanding that "historical periods are internally similar" might well be facilitated by a study of "Roman Britain, Tudor England and Victorian Britain" (Calderdale) but a historical concept such as that of "period" is notoriously difficult for young children to handle. However, a feature of most guidelines was that they rarely did spell out the curriculum in detail.

Guidelines for primary history, for local, national and world history" stated one document but made no attempt to answer the questions that many teachers would then ask. What world history? When and how should it be taught? Some guidelines took upon themselves the role of questioner. Essex (*Topics and Centres of Interest in the Primary School*) and Wiltshire (*Topic Work in the Primary School*) shared, not only a similar title but a penchant for the interrogative approach. "Does first-hand experience play the major role in the initiation of topics?" (Essex). "To what extent does topic work arise from first-hand experience, use of the environment and the natural curiosity of the children?" (Wiltshire). The interrogative gave scope for a side swipe at the media-generated curriculum. "If television and radio programmes are used, how is it ensured that these are incorporated naturally into topics rather than dictating their content?" (Essex).

Would more direct guidance on the teaching of history in the primary school be welcomed by teachers? There is some evidence to suggest that it would. Certainly one can anticipate that teachers would apply tests of utility to the documents i.e. as a guide produced. Do they contain the guidance required? Those teachers who value lists of aims or who seek a justification for teaching the subject will be well satisfied, but those who wish for the curriculum to be defined more precisely in terms of concepts, ideas and skills to be taught may have to look a little harder. Nevertheless, a number of authorities have made laudable attempts at producing this kind of a guideline.

However, those teachers who seek to find out where to start with Class 4 on Monday morning, will probably be disappointed. Exemplars of good practice are given by some, such as Lancashire and Essex, but most do not see it as their function to identify content. Hounslow talks about schools undertaking detailed planning of schemes to include "specific details about content and the ways in which it might be approached."

An emphasis upon schools working out the details of curriculum content was common. The general adviser in Wigan observed in a covering letter that his "short paper" did not constitute a set of guidelines and drew attention to the deliberate omission of content.

Curriculum designer was often a new and unwelcome role. "This Authority has not laid down any guidelines on the teaching of history, nor any other subject," came the response

teachers, and in some cases, headteachers, formed the majority. The enthusiasm of many l.e.a.s for the policy statement exercise must be in doubt for there was little sign that the task was undertaken with any relish. Some have obviously failed to do the job at all. This may be due to lack of expertise (as with Dorset, no history advisers) or money, but perhaps the reasons are more fundamental.

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from Liverpool. "Although in the past centralism had not been encouraged," runs the response from Humberside, "the l.e.a. has had to respond to 6/81." How many others one wonders, have had to overcome a reluctance to put pen to paper?

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The battle of Falkirk, one of the many illustrations from "A History of Scotland" by William Moffat reviewed on page 38

"We are encouraging colleagues to appraise their present content in the light of the issues expressed in the paper."

Northamptonshire's submission contained content suggestions but these were hedged about with warnings and reservations writ large in capital letters. The author identifies part of the problem when he declares that his original intention was to avoid being prescriptive but goes on to explain that "Had I simply set out general principles... I would not have answered the expressed needs of what seems to be the majority of middle schools' staff."

There is further evidence that many teachers would welcome guidance that went beyond first principles. An East Sussex working party of teachers clearly debated the issue hard and long. "We believe that it is not enough to concentrate on the imparting of skills to children. We tried looking at skills and seeking specific content as vehicles for them and found the task impossible. Equally we reject the proposition that to concentrate on presenting historical evidence in all its manifest shapes and forms hoping that by some miracle a love and understanding of history will rub off on the children as equally unprofitable."

The working party came down in favour of "structured content". Hereford and Worcester came closest, perhaps to adding flesh to its curriculum bones. *Geography and History 5-11* lists seven periods which it states should be kept in mind whatever approach to teaching history is adopted, namely: Prehistory, The Ancient World, The Dark Ages, Middle Ages, Ages of Discovery, Industrial Revolution and The Modern World.

Hounslow, Gloucestershire, Caldendale and Northamptonshire, like Essex and Wiltshire, produced documents which dealt with primary history but none mentioned history in the title. "Humanities" appears to be the most favoured umbrella term, nevertheless only Kingston-upon-Thames (*Teaching History in the Junior School*) and East Sussex with its working paper (*Primary History 7-13*) mention history alone in the title.

History was most often linked with geography. Lancashire has produced a series of documents on *History and Geography in the Primary School*, and is one of very few authorities to consider the practical implication of general statements about aims and objectives, producing papers on *Approaches to Fieldwork* and *Approaches to Local History*.

Interestingly and uniquely (or so it appears from the guidelines survey), Lancashire's history and geography working group have also produced a supplementary document, *An Introduction*

to Development Education in the Third World in the Primary School. The key teaching concepts which this document identified were "interdependence, cooperation, conflict of interest, tradition, change, adaptation, individuality, power and development". But a few pages the ideas are not developed in any detail.

Northamptonshire's 200 page *Humanities: Curriculum Guidelines for the Middle Years* and Hounslow's 86 page *Humanities in the Primary School* have much more scope for the development of ideas. Both sets of guidelines are pregnant with intellectual argument and are written with considerable academic rigour. But the strain of writing practical guidelines for teachers which are at the same time intellectually respectable, shows. Clearly the writers of curriculum guidelines need a finely developed sense of audience.

One issue which emerges from the survey, concerns the l.e.a.s' perceptions of the nature of the curriculum. The notion of curriculum guidelines fits more comfortably on a model of education that is content based. Those who conceive education in terms of process and experience can, perhaps, never be completely at home with any exercise of a prescriptive nature. The most documents are strong on general principles, attitudes, skills and concepts, but weak on practicalities. It is seen as a strength or weakness: a survey of maths or science guidelines would not, I am sure, have revealed a tendency to fight shy of the words maths and science. And yet some of the discussion papers sent in response to the Historical Association's inquiry barely mention the word "history" at all. Some are happier with the term "topic work" or "project" or "the humanities", which, it must be said, do not have precisely the same meaning.

This reluctance to talk about history as such may be a legacy of the Plowden Report's direction of emphasis away from subject teaching in the primary school. Few primary schools will have history on the timetable today although, if they have a timetable, maths, PE and music will, almost certainly be there.

Whether identified separately in the timetable or not, a discussion of history studies in the primary school and the formulation of appropriate curricular policies, can hardly be facilitated by a reluctance to employ the correct terminology. History after all, is history.

Paul Noble is headmaster of Blunston St Andrews Primary School, Wiltshire and a member of the Historical Association Primary subcommittee

EXTRA

History and the community

by David Crossley

History should be about "finding out" not being told what happened. This is a view that many teachers would subscribe to. Even so, this in reality can mean little more than finding out what the book tells you after the teacher has told you which pages to look at. However, with large numbers of pupils, often scarce resources and little time, it can be virtually impossible to make the discovery approach anything more than peripheral.

The resources of the locality provide the possibility. At Whitecross School we are in the process of developing two community history projects, whose aim is both active participation and involvement of pupils of all ages and abilities in real research.

The first project began two years ago in the school's individual studies department, which was established eight years ago to provide a programme that would enable youngsters who do not respond within the classroom to experience success in a variety of ways. It brought local old people into the classroom and the visits developed into informal interviews with the children taking to the visitors about their experiences in days gone by.

I began merely to promote good community relations and to give both our pupils and local old people a fuller appreciation and awareness of each other. However, it was soon realized that we had stumbled on a treasure chest of historical resources. These were not just those emanating from individuals' memories but also from

the almost overwhelming range of primary material they brought with them.

Talking with local old people about their experiences in the First World War brought home a real awareness of the value of the project. Here was an event only just in living memory. To see the photographs, to look at objects in a museum, to read original letters and poems is a moving experience; to have someone who lived through the events bring them in and talk about them tends to leave us almost lost for words. As one sixth-former commented in a project diary: "Oral history provided the meat where facts, figures and records provided the bones. Even though some of the information was irrelevant, without talking to people my project would have been boring to write and boring to read."

Our second project began with the adoption of the Associated Examining Board pilot scheme history A level, which contains a major research project and a Manpower Services Commission scheme at Gloucestershire Record Office which had the objective of putting archives into schools. This made it possible to overcome some of the difficulties of access faced by our sixth-form historians. However, I felt that younger pupils could surprise us and successfully carry out quite difficult research tasks if we gave them the support and confidence.

Copies of the enumerators' books of the Lydney 1851 census were one of

the many sets of archives provided by the MSC scheme. Mixed ability third-year classes were set a challenge. They were asked to act as apprentice historians with the difficult task of evaluating the whole census. Their success surprised us all. Each class was divided into groups with specific jobs such as counting the number of children who worked in the 10-14 age group and establishing the most common occupations. They then gave their results to a control group who tabulated the information from the three enumerators' books. Another group is now involved in transferring the information on to a computer. Not all the pupils found it easy as one third-year ruefully remarked in her write-up: "I think that the hardest part of using a census is reading the handwriting to find out people's jobs. But I managed it so it must be quite easy. Apart from that it is 'child's play' - and it is very interesting finding all about the people's lives before ours."

One of the needs of both projects is to tap the resources of the community. Here the local media provided valuable support for a student who wished to study a Forest of Dean prisoner of war camp. Little archive information was available either in the Gloucester or the Public Record Office, so we contacted a local newspaper to ask if any of their readers had any knowledge of or involvement in the camps. This led to the student unearthing a fascinating story of the relationship between the prisoners of one of the



camp and the people of the Forest of Dean. Some of the foresters struck life-long friendships with the prisoners who were put to work on the farms. The villagers were willing to take men, who many regarded as enemies, into their homes. For this the prisoners were deeply grateful. There are examples of the prisoners or their relatives still corresponding with local people 40 years on.

One of the joys of the projects is the opportunity it gives to feed results back to the community and other parts of the school curriculum. Pupils have talked about their findings on local radio, follow-up stories have been published in the press. The school itself has published a booklet containing the interviews with local old people called *Lessons of a Lifetime* and is in the process of compiling a history of the local tinplate industry.

The findings of the sixth-form students have led to the development of work programmes for pupils lower down the school. Many pupils see the value and possibilities and as one sixth-former wrote: "Oral history has many advantages over the conventional written history. Rather than competing with each other they tend to be complementary, adding original and varied points to standard text."

Projects like this can never reach fruition. What is important is the process, the activity and the involvement they encourage. As teachers we have to accept we are not the experts on many of the topics. Our role is to facilitate the pupils in their endeavours, sustain their enthusiasm and utilise the range of contacts and support that the community can provide.

David Crossley is head of history, Whitecross School, Lydney, Glouce.

A marriage of true minds

by Tom Hastie

I still remember the pleasure I experienced as a schoolboy when I discovered that *Gulliver's Travels* had a new version quite different from the one I had already read. It was *The Voyage to Brobdingnag* that I read these words - "He gave it for his opinion that whoever could make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, would deserve better of mankind, and do more essential service to his country, than the whole race of politicians put together." At the time I was living in Dundee, a wilderness of unemployment in which my father, a skilled fitter, was no exception to the vast majority of men in the decade city. Swift's words hit me with all the clarity of a Divine Revelation and they have seldom left my thoughts ever since.

A year or two later I had corroborated the pages of Buckle's *History of Civilization in England* (1857) where he says (Chapter 1) "The other opinion to which I have referred is that the civilization of Europe is chiefly owing to the ability which has been displayed by the different governments and to the sagacity with which the evils of society have been palliated by legislative remedies. To any one who has studied history in its original sources, this notion must appear so extravagant, as to make it difficult to refute it with becoming gravity. In effect, of all the social theories which have ever been broached there is none so utterly untenable, and so unsound in all its parts, as this."

I judged, therefore, that history teachers should abandon the hidden curriculum which puts the spotlight on politicians and statesmen and pay more attention to the inventions and discoveries which really have improved our standard of living and left less at the mercy of the forces of nature. Pupils should be encouraged to see people as animals that use the materials around them to solve specific problems; whether these materials be pieces of flint, steam engines or scientific laws they've observed and recorded.

One way of doing that would be to include in the syllabus a series of development studies on the lines of the history of medicine component in the Schools Course History 13 - 16 Project. As a Scot I regard porridge as the

most sublime breakfast cereal ever devised but I should hate to have it for dinner and tea as well. Similarly, in teaching one must avoid becoming lifebound. So, while I am an advocate of the chronological approach to history because it makes it easier to present the past as a fairly coherent story, I see no reason why we cannot interpolate the occasional mini-history of medicine, energy, transport, illumination, communications and so on.

The advantage of a project on say, the story of energy is that it deals with concrete matters rather than with institutional or generalized change. It is also relevant to pupils' experience of life and they can see some point to it. It is not easy to give a concise answer to the question "What's the point of this?" but it is a lot easier to catch and maintain his interest in how people have laboured towards the goal of providing energy for his life.

Most primary pupils do a project on transport at a superficial level but secondary pupils can respond to a more technical approach. This opens up the constantly repeated pattern of social need leading to transport innovation causing social need which requires transport innovation and so on ad infinitum. Possibly with the help of the science department but not necessarily so, the class could look at the importance of the evolution of the wheel. They might manage to repeat (with models) the 19th-century experiments of Koebe to determine the power needed to move a given block of stone by various means. His block weighed 1,080 lb and he found that it took a force of 750 lb to drag it across the quarry floor. By using sledges (glue the quarry floor, by using rollers of various sizes) he reduced the pulling force by stages to a mere 22 lb. Even a dull child can see the beneficial consequences of that amount of saving of human energy. The science department could also explain the pupils' eyes to the struggle to win friction, not usually seen at first glance as a hostile force.

When I did the rise of the ironmaster at the beginning of the Industrial Revolution I used to arrange with the metalwork teacher for the class to watch senior boys doing work on a lathe. It was always a very efficient lesson, dramatized by

the textbook. However, the class had, I'm sure, a better understanding of the difficulties, the dangers, the excitement, the achievement, even the magic, of working with metal. Are not these factors in history, too?

I am not concerned here just to sing the praises of scientists and engineers, or to suggest that we scrap our humanities courses in favour of technical subjects. On the contrary I am offering my services as a matrimonial agency to promote a marriage of what seems to be the most compatible pair: the humanities and the sciences. The engineer can make a machine or device, but it is our knowledge of the humanities that enables us to make up our minds about how it should be used and for whose benefit. The engineer may be able to build an ultra-powerful

vehicle, but it is the citizen with a background in the humanities who will determine its destination - and even whether it is needed by society at all.

I am sure my own attitude to science would have been different if at some stage in my secondary education I had had a brief course on the lines of "Twenty Key Scientific Discoveries that changed the Path of History". To have to contain items like gunpowder or atomic weapons to correct the view that all scientific change is for the better. A discussion of the moral and political aspects of these key discoveries will surely foster a more mature outlook in our pupils than a run-of-the-mill approach to science and technology.

continued

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EXTRA

Heritage and holidays

by Sue Millar

those already on offer.

Heritage is an ubiquitous word in the tourist trade, a label used to attract foreigners, families, clubs and groups of all descriptions to sites and activities of historic interest. Anything from cathedrals, castles, stately homes, slate mines, folk dancing, beer festivals, nature reserves and picturesque villages acquire the label "Heritage". It works. Our heritage is big business for the tourist/leisure trade.



Anglo-Saxon hut: warm but airy

Sadly what is offered to groups and individuals of all ages can vary widely not only in type but quality of experience. The London Dungeon is a case in point; popular but ghastly gruesomeness, pandering exclusively to macabre instincts taken out of a historical context. Children's appetites whetted with expectation at school by carefully planned projects, such as for example, participation in drama or role play at a historic site, may be dulled, however, by watching jocular, theatrical folk dancing; by proceeding round the line of route at a stately home; by entering a desultory painting competition or filling in some hastily concocted worksheet or quiz, compiled mainly in the interests of crowd control and destroying all the good work done by the school.

The advantages of using holidays and weekends for Heritage Education are many. A different emphasis is possible, quite unattainable in and unattuned to the school situation. It is right that Heritage Education should take place mainly in a holiday environment. At weekends and during the holidays time is available for extended investigatory and creative

projects to be undertaken and completed under the guidance of specialist staff with particular expertise. Freedom to choose whether to participate in one activity or another means a committed clientele with common interests across a wide age range whether in child, family or community groups.

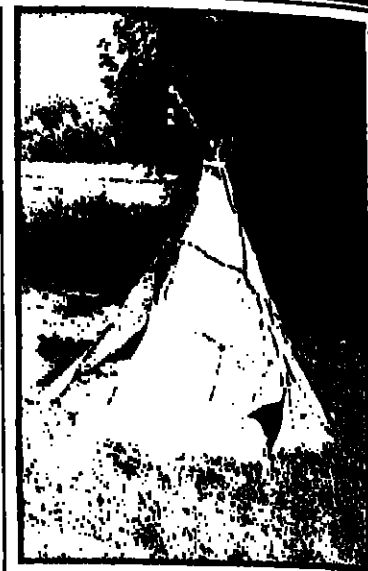
The Weald and Downland Open Air Museum at Singleton, near Chichester, West Sussex, with its collection of rescued historical buildings, is one place that is successfully promoting and developing this area of Heritage Education. A lively activities book at the reasonable price of 50 pence has been published recently. Graphically illustrated, it asks children to search, look and think, then write and draw their responses in the booklet. A Junior Friends Club meets regularly once a month on a Saturday morning between April and October and last year's Junior Summer School with the ambitiously sounding invitation to "Help us Build a House" met with an overwhelming response and was rapidly over subscribed. Fifty children aged between 7-14 from Chichester and the surrounding villages took part.

They were introduced to primitive housing world-wide, both historic and present, by a talk with slides. This was to broaden their conception of what a house is and illustrate that whereas techniques and methods may be similar, materials and design vary widely according to local conditions. Then the main work of the week began, the building of different types of primitive structures by the children themselves, with the help of local adult volunteers.

The first task involved selecting the wood which was to be used in their construction. William, the Museum's shire horse, hauled the wood down hill by means of chains. The children pulled the wood manually by rope. Another day the 80 year-old blacksmith showed his skills and strength at working the bellows by hand. There were groans when the woodman produced a chain saw. He responded by feigning a sharp long-shaft woodman's axe, and felled the tree to shouts of "timber" at the final blow. One group emulated Albert, by employing his father's skills in their own house.

The houses the children built were geared to the capabilities of young children, limited equipment and time, as well as being chosen for their different design qualities and world-wide significance. A tree house, suspended entirely by ropes, was purely inventive. An Indian tipi, an Aborigine still house, an English woodman's shelter and a round thatched Anglo-Saxon hut were also constructed over three days by different groups of children and their adult helpers, using mainly saws, hammers, nails and rope.

The hard work completed, the excitement began; sleeping for a night in the shelters the children had built themselves. This experiment was pre-



nounced a resounding success - "the best thing of the whole week" - despite the revelations the next morning that the still house was "very bumpy", the woodman's shelter "very cold" and the Anglo-Saxon hut with straw on the ground "warm but airy". They had had fun as well as first hand experience of what primitive shelters were like to live in.

By studying and building houses from a variety of cultural and historic sources, the children were better able to observe and examine materials and techniques used in those built in the English tradition on the site. In questioning how smoke came out of a flue, the children were invited to examine how the smoke escaped from the houses around them. Winkhurst had an open-ended gable, Pendean, a sophisticated chimney and at Bournemouth the smoke had to escape at best it could.

I asked Elizabeth Newbery, the Museum's Education Officer, what had been achieved: "It has hopefully sown the seeds of a lasting interest in architecture and museums", she told me. More immediately it had provided a chance for girls and boys of widely different ages and backgrounds to co-operate with an easy discipline on a common project directly related to the museum's collection. The local community had been brought together, parents and children alike, in a dispersed rural area where facilities are few.

Appropriately, the week's activities ended with children, parents, helpers and visitors to the Museum watching the raising by crane of North Cray Hall, a new "old" house to be erected on the Museum's site.

Sue Millar is senior lecturer in History & Mary's College of Higher Education, Stanbury Hill, Twickenham.

Affairs of the world

World Powers in the Twentieth Century (second edition). By Harriet Ward. BBC and Heinemann Educational. £4.95. 0 433 31911 6.

Making History: World History from 1914 to the Present Day. By Christopher Culpin. The Twentieth Century. By Trevor Cairns. Cambridge University Press £4.50. 0 521 28271 5.

Modern World Affairs Made Simple. By Peter King. Heinemann £3.95. 0 434 98582 7.

These four books take very different, but all in their own way successful, approaches to the well-trodden path of 20th-century world history for schools. Harriet Ward's chosen route is somewhat narrower than the others, viewing the history of the 20th-century in terms of Russia, China and the US, whereas Christopher Culpin's excellent volume acknowledges at least that other European countries did in fact have a role to play in shaping the 20th-century world as we know it. By including questions, both books make attempts to be workbooks as well as textbooks. Trevor Cairns on the other hand credits textbooks with a little more sense perhaps and assumes that they are capable of setting their own exercises.

Impossible though it may prove to keep pace with events, such as the

rapidity of change of leadership in the USSR, Harriet Ward makes a valiant attempt in this second edition to bring her *World Powers in the Twentieth Century* into the 1980s. Aimed at O level and A level, the second edition is updated to include more recent material on China, Russia and the US in the 1980s. There are new study topics and questions and the book is linked to a BBC radio programme of the same name, although it can just as easily and effectively be used on its own. There is a very useful introductory section on how to hunt out further information and how to make best use of the book and each of the four main sections: the US since 1914, the USSR since 1917, China since 1911 and world power relations since 1945. There are excellent photographs, maps, drawings and diagrams and the clearly written text is broken down into manageable subsections. "Study Units" provide extra information on topics such as the American System of Government, What is Fascism? The Chinese Commune and others. Glossaries and thorough questions enhance the main text. Economic and social topics as well as political ones are covered but except in some of the study topics (such as "Cold War Documents"), the book, surprisingly considering the current lack of interest in the study of primary historical evidence, does not overlap the use of such sources but relies instead on the power of the narrative. But power

and crisp the narrative certainly is and teachers and pupils alike would find this an invaluable textbook; at least for O level.

Aimed at CSE and O level, Christopher Culpin's *Making History*, like Harriet Ward's, has a well written narrative as well as remarkable illustrations and diagrams. But to my mind it has better questions that draw on a wider range of skills including empathy and also essay questions for the more able. It also has primary and secondary sources incorporated into the main text and there are questions on these sources that give pupils practice in the kind of evidence-based questions they are increasingly being encouraged to attempt at examination level. Short biographies of the main participants are another extremely useful feature to add to this excellent book, which covers a much wider range of topics than Harriet Ward's and which would be of greater use to a wider ability range of pupils - something which, in fairness, *World Powers in the Twentieth Century* does not set out to do.

Trevor Cairns's *The Twentieth Century* is to my mind the best book so far in the Cambridge History of Mankind series. Through means of ingeniously constructed diagrams, charts, graphs and maps (many in very clear colour), and a concise text, Trevor Cairns cleverly packs a lot of information into the 160 pages which cover all of the "traditionally" popular examination topics of this period. Every chapter begins with a series of charts that

summarize the main events and often pose essay type questions and then provide the information to answer them. The text and language level would make the book more suitable for O level pupils than CSE and the lack of either questions or reference to primary and secondary historical sources might make it a less attractive proposition to teachers of O level classes than Harriet Ward's effort. But it does cover all the main topics and its economic coverage of vast amounts of information make it a tempting buy.

For the more able or A level pupils, Peter King's *Modern World Affairs*, another in the prestigious *Modern World* series, covers international relations from 1929 to the 1980s. Made simple is a selling slogan rather than a true appraisal of the book and to some extent it belittles what is in fact a very thorough and often complex treatment of many issues. Some of these issues, such as "The Hispanic World of Latin America" and a view of the role of Third World countries in modern world affairs, are seldom dealt with in traditional history textbooks at this level. This book will certainly prove to be a useful addition to the armory of any student of modern world history.

All four of these books reflect in their various ways the high standards that has been reached in school textbooks on modern world history. The market is extremely competitive in this area but any of the first three could challenge the virtual monopoly that Longmans modern world textbooks have held for so long in this sector.

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SPECIAL EDUCATION continued

NORTHAMPTONSHIRE

NORTHAMPTONSHIRE SERVICE FOR HEARING IMPAIRED CHILDREN

Northampton Trinity School, Trinity Avenue, Northampton NN2 5JW. Hearing-impaired. 160022

ASSISTANT TEACHER SCALE 1 plus \$5A

Qualified Teachers of the Deaf are invited to apply for this post which becomes available in September 1985. Trinity is a co-educational school (800 on roll) on a residential campus in the town centre and a Unit has been established since 1973. The person appointed would work with the Teacher-in-Charge and would be expected to undertake some normal class-teaching. The Department has both partially hearing and profoundly deaf pupils; an oral approach with modern radio aids is practised with emphasis on integration with the main school. (fluent speech and academic maturity). Application forms and further details (SAE please) are obtainable from the Headmaster.

Closing date - 26th April 1985.

HEADLANDS LOWER SCHOOL

Bushland Road, Northampton NN2 2NS

UNIT FOR HEARING IMPAIRED CHILDREN

ASSISTANT TEACHER

Required for September 1985 a suitably qualified Teacher of the Deaf for this established two-classed Unit for Hearing-impaired Children (age range - 5 - 9 years). An oral approach using the latest radio aids is in operation. Closing date two weeks after the appearance of this advertisement. Application forms and further details (SAE please) are obtainable from the Headteacher (SAE please).

TRESHAM COLLEGE

St. Mary's Road, Northampton NN18 7BS

TUTOR FOR HEARING IMPAIRED STUDENTS

Required for September 1985 a suitably qualified person to provide support for hearing-impaired students in mainstream and special classes, also individual tutorials and provide pastoral care. Application forms and further details (SAE please) are obtainable from the Headteacher (SAE please).

OLDHAM METROPOLITAN BOROUGH

Park Dean School, St. Mary's Road, Oldham OL5 5PY

Required for early June 1985 a S.E.1 class teacher to teach Senior pupils with physical handicaps.

An interest in learning difficulties and drama would be an advantage. This post is temporary to the 31st August 1986 in the first instance. Please apply by letter directly to the Head of the school including full C.V. and names and addresses of two referees, as soon as possible. (354271) 160022

OXFORDSHIRE COUNTY COUNCIL

CHERTSEY SCHOOL, Chertsey Road, Blackbird Leys, Oxford OX4 4JY

Required from September 1985 for one year only due to redundancy of pupils with Special Educational Needs. The successful candidate will be expected to teach Art and Drama to children with learning and behavioural difficulties (age range 11-17). The successful candidate will be required to undertake 15 hours per week (1.5 hours per annum). Application form and further details from and references (SAE please) are obtainable from the Headteacher (SAE please). Closing date is 26th April 1985. Interviews will be held on 7th May 1985. (354271) 160022

VSO

Please see main display for information and our overseas appointments. (371063) 160022

WARWICKSHIRE

MARIE CORRELL SCHOOL

Stratford-upon-Avon, CV37 9PB

Required for September 1985, suitably qualified and enthusiastic teacher for a class of about 15 children aged 8 to 9 years.

ASSISTANT TEACHER SCALE 1 plus \$5A

Application form and further details can be obtained from the Headteacher, Marie Correll School, Stratford-upon-Avon, CV37 9PB. (354271) 160022

WARWICKSHIRE BROOKS DAY SPECIAL SCHOOL

Merritons Drive, Rugby CV21 7AE

1. TEACHER, Scale 1, to work with a group of multiply handicapped children. The successful applicant will be required to integrate the pupils from the multiply handicapped class into the main body of the school, as well as provide specific individual programmes.

2. TEACHER, Scale 1, initially for one year only, to take over the Nursery for children aged 2-5 with a wide range of physical and mental handicaps. The Nursery runs along assessment lines providing individual programmes for all pupils. There will be a close and regular contact with parents, professionals and the school teachers. The Nursery is well equipped with toys, books and materials. The Nursery has developed strong links with local normal schools, and the successful applicant is expected to develop these links.

3. Temporary TEACHER, Scale 1 (to replace teacher on secondment) required for one year to take responsibility for a group of 12-14 year old children with severe learning difficulties. Knowledge of individual programme essential, with an interest in Art/Craft or Drama an advantage. There is a need for the successful applicant to develop the strong links between the normal school and the class. Please apply to the Headteacher, at the school, enclosing a full C.V. and names of two referees to the Headteacher, Marie Correll School, Stratford-upon-Avon, CV37 9PB. (354271) 160022

WILTS

STUDLEY GREEN PRIMARY SCHOOL, Studley Green, Wiltshire BA14 9JQ

Groups N.O.R. 250

Required from September 1985 a permanent S.E.1 teacher for a class of 15-20 children with severe learning difficulties. The successful candidate will be required to undertake 15 hours per week (1.5 hours per annum). Application form and further details from and references (SAE please) are obtainable from the Headteacher, Marie Correll School, Stratford-upon-Avon, CV37 9PB. (354271) 160022

WILTSHIRE ALLINTON SCHOOL

Chippington, Wiltshire BA14 9JQ

Group 5(1) N.O.R. 71

Required from September 1985 a S.E.1 class teacher with Special Educational Needs. The successful candidate will be expected to teach Art and Drama to children with learning and behavioural difficulties (age range 11-17). The successful candidate will be required to undertake 15 hours per week (1.5 hours per annum). Application form and further details from and references (SAE please) are obtainable from the Headteacher, Marie Correll School, Stratford-upon-Avon, CV37 9PB. (354271) 160022

WILTSHIRE SPRINGFIELD SPECIAL SCHOOL

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Independent Schools

Deputy Headships

Second Masters/Mistresses

KENT

BASTON SCHOOL FOR GIRLS

Hayes, Bromley, Kent BR7 7AB

Required September 1985. Head of Junior School with particular interest in the curriculum and the teaching of English and mathematics. Applications are invited from suitably qualified and experienced graduate teachers.

Apply in writing to The Principal, Baston School, Hayes, Kent BR7 7AB. (354271) 160012

WARWICKSHIRE BROOKS DAY SPECIAL SCHOOL

Merritons Drive, Rugby CV21 7AE

1. TEACHER, Scale 1, to work with a group of multiply handicapped children. The successful applicant will be required to integrate the pupils from the multiply handicapped class into the main body of the school, as well as provide specific individual programmes.

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WILTSHIRE SPRINGFIELD SPECIAL SCHOOL

Chippington, Wiltshire BA14 9JQ

Group 5(1) N.O.R. 71

Classics

Heads of Department

BOLTON BOLTON SCHOOL (BOYS' DIVISION)

IMC, Indep. Day, Govt. A. P. 993 Boys - 18; 250 in Sixth Form

Required for September 1985 a well qualified and enthusiastic graduate to teach A-Level Classics. The appointment could be part time and would suit an applicant wishing to continue in complete research, or some other suitable activity. Extra-curricular contributions in drama, music and sports would be an advantage. Curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Bolton School, Chorley, New Road, Bolton BL1 4PA. (354271) 160022

BRIGHTON COLLEGE

Required for September 1985 a graduate for one year to teach Latin to Level 1 and 2. The successful applicant will be required to help with the preparation of the curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Brighton College, Brighton BN2 2AT. (354271) 160022

EDINBURGH EDINBURGH MERCHANT COMPANY SCHOOLS

THE MARY ERKINE SCHOOL

Required for August, 1985. Qualification to teach through the school to C.E.Y. and to provide a scholarship standard.

The Mary Erskine School has a high academic reputation and also offers a very wide range of extra-curricular activities from drama to sailing, and the successful candidate would be expected to make some contribution to these extra-curricular activities.

Letters of application with a full curriculum vitae and the names of two referees should be sent to the Principal, The Mary Erskine School, Edinburgh EH4 3NF by Monday, 22nd April, 1985. (354271) 160022

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Economics & Business Studies

Other Assistants

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Mathematics

Other Assistants

BUCKINGHAMSHIRE WYCOMBE ABBEY SCHOOL

Wychcombe, Buckinghamshire HP12 3JY

Required for September 1985 a well qualified graduate to teach Mathematics to all levels. 6th Form would be a suitable qualification. Someone with a good knowledge of the curriculum and a willingness to be fully involved in the development of the department would be an advantage. Applications with cv and the names and addresses of two referees should be sent to the Headmaster, Wycombe Abbey School, Wychcombe, Bucks. HP12 3JY. (354271) 160022

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Mathematics

Other Assistants

BUCKINGHAMSHIRE WYCOMBE ABBEY SCHOOL

be returned to the Board by 25
the Director, Scottish Examination
Midlothian EH22 1LE (Tel. No.
(10630)

SCOTTISH EXAMINATION BOARD MARKERS SCE 1985 EXAMINATION

Applications are invited for appointment as Markers at the 1985 Scottish Certificate of Education examinations in the following subjects:

Accounting	History
Art and Design	Italian
Biology	Metalwork
	(Written Paper)
Classics	
Craft and Design	Modern Studies
(Written Paper)	
Economics	Secretarial Studies
English	Spanish
French	Woodwork
	(Written Paper)
Geography	

Applications should have appropriate qualifications and experience in the subject concerned.

Persons who acted as Markers in these subjects at the 1984 examination or who have already submitted applications will be considered automatically for appointment for the 1985 examination and should NOT apply again in response to this advertisement.

Application forms, which should be returned to the Board by 25 April 1985, are obtainable from the Director, Scottish Examination Board, Inverclyde Road, Dalkeith, Midlothian EH22 1LE (Tel. No. 031 663 9301, Ext 225).

(10482)

The Bell Educational Trust

The Bell Educational Trust seeks applications from teachers of English as a foreign language (single status or teaching couples) to work at the Huazhong College, Wuhan in the

PEOPLE'S REPUBLIC OF CHINA

- One Teacher Trainer**
Candidates should have:
 - a degree and qualifications in TEFL and an MA in Applied Linguistics
 - a minimum of 5 years experience with at least 3 years overseas
 - experience of training non-native speaker teachers of English
- Two Teachers**
Candidates should have:
 - a degree plus a qualifications in TEFL
 - a minimum of 3 years experience with at least one year overseas
 - experience in preparation of materials and in teaching ESP

Successful applicants must be available to take up posts in mid-May 1985

Salary: Post 1 at £6,348 p.a.
Post 2 at £5,520 p.a.
paid in the U.K.

Cost of living allowance: Post 1 at £950 Yuan per month
Post 2 at £750 Yuan per month
(£1 = 3 Yuan)

Baggage allowance, £500 settlement allowance, free accommodation, one airfare per year, full medical insurance, one year contract.

Applications with full c.v. and the names of two referees, one of whom must be the most recent employer, together with recent photograph of yourself, to:

Lewis Kerr
Overseas Division
The Bell Educational Trust
Red Cross Lane
Cambridge CB2 2QX

(14008)

GENERAL SCIENCE AGRICULTURE METALWORK MATHS WOODWORK TECHNICAL DRAWING-ENGLISH LANGUAGE BUILDING

Secondary schools in Zimbabwe need teachers of these subjects. School intakes in Zimbabwe have expanded dramatically over the last five years, but teachers are in short supply.

CIIR - a member of the British Volunteer Programme - has been sending teachers to rural schools in Zimbabwe since 1981. We are now looking for teachers, with a degree in a teaching subject, a teaching qualification, or a full City and Guilds training. You must be prepared to teach 2 years contract. You should also have practical experience - either in teaching your subject, or in practising the skills you intend to teach - and you need to be prepared to make the best of the limited resources available in your school. CIIR can only place single teachers or working couples without dependants.

School terms start in January, April and August: we are now considering applications for both August 85 and January 86.

We will give you language training (even though most of your classroom work will be in English). And we'll prepare you for the living and working conditions you will find in a rural school in Zimbabwe.

CIIR will provide your air-fares there and back, insurance, a modest salary both during training and during your contract, and grants to equip you before you go and to re-equip you when you finish your two year contract.

For full information and an application form, send a large SAE and, if possible, your cv to CIIR Overseas, Room 22, Coleman Fields, London N1 7AF. Or ring 01-364 0883. Please quote ref: TES23.

(10946)

JAPAN

INTERNATIONAL SCHOOL OF THE SACRED HEART

TOKYO

Required for September, 1985

TEACHER OF PHYSICS

WITH 'A' LEVEL OR IB EXPERIENCE

Applicants should have at least two years classroom experience and would be required to participate in extra curricular activities.

The position involves teaching students in 13-18 age range.

Applicants should write sending a resume with names, addresses and telephone numbers of three referees to The Headmistress, 3-1, Hiroo, 4-Chome, Shibuya-Ku, Tokyo, 150, Japan.

(10961)

OVERSEAS POSTS continued

AUSTRIA

VIENNA INTERNATIONAL SCHOOL

Required for September in secondary school of 350 boys and girls of over 70 nationalities.

- (1) BIOLOGY to I.B. Higher Level
- (2) (Two posts) BIOLOGY AND/OR PHYSICS to G.C.E.O.
- (3) B.S.L. all levels, with specialist qualification
- (4) ENGLISH all levels to I.B. with B.S.L. dual qualification required.

All science staff share General Science throughout school.

Send c.v. with names of two referees to: Mr. Peter Peszt, Director, V.I.S., Strasse der Mannerstrasse 1, 1100 Wien, Austria. Further information will be supplied. Phone: 010-45-222 535555. 460000 (37685)

GREECE
Teacher required for Language School in Arta from September 1985. TEFL or equivalent. Phone for interview 01-254 5464. (25465) 460000

SPAIN
Wanted for September 1985. Mathematics teacher to O' level English teacher to O' level. Experience required. Apply with c.v. and photograph to: Sunny View School, Puerto 175, Torremolinos, Malaga, Spain. (37613) 460000

KENYA

GREENACRES BOARDING SCHOOL

Invite well qualified teachers to apply for the following positions for their September term.

Senior School:
Teacher of Home Economics up to O' level.
Teacher of Physics to O' level and lower school General Science.
Junior Department:
Infants teacher.
Upper Junior teacher.
All applications should be addressed to the Headmaster, Greenacres School, P.O. Box 16819, Nairobi, Kenya and include a c.v., the names of two referees, photograph and extra curricular interests etc. Sports, Brownies, Guides etc. (37685) 460000

SPAIN

BALEARES INTERNATIONAL SCHOOL

Camí Son Tostes, Calle Cabo de S. Antoni, 17, 06100, Palma de Mallorca, Spain. Invites applications for the following September 1985 teaching vacancies:
(1) English (O & A Levels), with Mathematics to O' level.
(2) English (O & A Levels), with Mathematics to O' level.
(3) Junior Teacher (General Subjects and Spanish).
Please send c.v. and names and addresses of 2 professional referees to the Directors of the school at the above address. (37685) 460000

SPAIN

MALE TEACHERS OF ENGLISH

required for language school. To commence mid-September. For further details contact Miss Hughes, 36 Chesterfield Rd., London W4, Tel: 01-995 2966. (35989) 460000

GIBRALTAR

The Department of Education requires qualified teachers for the following posts with effect from 1st September 1985.

Bayside School (Group 11 Comprehensive - Boys)

- (A) One post to teach history throughout the school up to 'A' level.
- (B) One post to teach physics/general science throughout the school up to 'O' level/CSE.

St. Martin's Special School (Group 3S)

One post for special education teacher with experience in working with severely handicapped adolescents. Main duties at the school with part-time educational support work at day centre for mentally handicapped adults.

Middle Schools' Special Unit (8-12 years)

One post for special education teacher with experience in working with small group of pupils in the ESN(M) range on individualized programmes. All posts are one-year contract appointments in the first instance.

Salary is paid at 97% of Burnham scale 1. Subsidised hostel accommodation available. Return air passage, baggage expenses, and employer's share of superannuation contributions are paid.

Successful applicants will be required to take a medical examination in Gibraltar.

Application forms are available from The Manager, Gibraltar Tourist Office, 179 The Strand, London, W20 1BR, (telephone 01-836 0777) to where they should be returned when completed not later than 28th April, 1985.

(10618)

Director of Technical Education and Vocational Training Lesotho

The Director will be responsible to the Permanent Secretary for the general administration and management of the department together with the implementation of Government policies and objectives in relation to technical/vocational education and training.

Other duties involve acting as Secretary to the Technical and Vocational Training Board, supervising Training Officers and co-ordinating the activities of training institutions in relation to the application of training schemes. The overseeing of technical studies in secondary schools and liaison with employers and others in connection with technical, vocational education & training, will also be required.

Applicants should be British Citizens, aged 40-55, educated to degree level or equivalent and have a broad background in technical/vocational, preferably in a major engineering field. Five years experience in the administration of technical/vocational training at a national level together with a knowledge of pre and in-service industrial adult training programmes, is also desirable. A knowledge of the Sesotho language would also prove advantageous.

Salary (UK taxable) in the range £17,886 to £24,426 p.a., including an element in lieu of superannuation which will be added if ODA can continue payment into the candidate's existing scheme. A variable tax free Foreign Service Allowance, currently in the range £1,866 to £4,628 p.a. is also payable.

The post is wholly financed by the British Government under Britain's programme of Aid to the Developing Countries. Other benefits normally include paid leave, free family passages, children's education allowances, free accommodation and medical attention.

For full details and application form, please apply quoting ref. A350/CG/782, giving details of age, qualifications and experience to: Applications Office, Overseas Development Administration, Room 351, Abchurch Lane, London EC4N 3DF. Englishman Road, EAST KILBRIDE, Glasgow G78 5EA.



British helping nations to help themselves

Maths/Science Teachers Teachers of the Handicapped

They're asking for you in Nigeria, Papua New Guinea and the Caribbean.

Voluntary Service Overseas is looking for teachers of maths and the physical sciences, vocational subjects (home economics, commerce, secretarial skills) and teachers of the handicapped to work in schools and colleges in Africa, the Caribbean and the Pacific.

VSO work - being carried out by some 1,000 volunteers at this moment - has a lasting effect in combatting world poverty and hunger.

And each VSO worker returns richly rewarded by the two-year experience.

Applicants should be aged between 20 and 65, without dependants and willing to accept no more than the local rate of pay.

If you have the right qualities and expertise and you're free to go, please believe that you're needed urgently!

If you're unable to go, but would like to support our work, there are still two things you can do: send a donation; become a VSO member.

(For more information, please complete and return the coupon.)

VSO
VOLUNTARY SERVICE OVERSEAS
Why not?

I'm interested in volunteering, my qualifications or experience are:

Please send details about VSO membership ☐ I enclose a donation of £5.00 ☐

Access/Free No. _____

Name _____

Address _____

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belfry Road, Sevenoaks, Kent TN11 8PW. (22p SAE, enclosing this coupon, and many more)

VSO also needs...
Builders, Carpenters, Dredgers, agricultural mechanics, Physiotherapists, Midwives, Nurse tutors, Dog Community workers, Town planners, Fishery specialists, Librarians, Small business advisers, Craft specialists, Foresters, Electronics Technicians & others.
Teachers (English, Maths, Science & technical subjects, Home Economics & Commerce). Specialised teachers of the handicapped, and many more.

OVERSEAS POSTS continued

BAUJARABIA

Male single teacher of E.L. required by private language institute. Must have Arts B.A., TEFL qualification, citizenship, experience. Salary 15K, free accommodation, on air ticket paid, 36 days leave.
Letters in your own hand, please, with c.v., photo and references. Write Box 758, 00521, Priory House, St. John's Lane, EC1M 4JX. (1985) 460000

SWITZERLAND

International Boarding School

Teacher of Maths to O' Level.
Please send cv plus photograph and references to M. K. Whitted, La Rosey, 1180 (37645) 460000

SWITZERLAND

International school in the Lake of Geneva region wishes to engage two resident women teachers: one to give English to 12 pupils up to O' level, the other to teach up to O' level. Married couple would be considered.
Please reply to Box Number 100353, Priory House, St. John's Lane, EC1M 4JX. (1985) 460000

Republic of Singapore Institute of Education LECTURERS

The Institute of Education is the only tertiary institution in Singapore engaged in teacher training. It is responsible for the pre-service training of pre-primary, primary and secondary education teachers, the continuing education of qualified practising teachers and the preparation of university graduates for the Diploma in Education and the degrees of Master of Education and Ph D in Education. The Institute also conducts research in the field of education.

The Institute is inviting applications from suitably qualified candidates for the following lectureship positions:

- Teaching of Reading
- English Language Teaching and Speech Training
- English Language Testing and Psycholinguistics
- Educational and School Administration
- Curriculum and Educational Development
- Special Education
- Early Childhood Education
- Continuing Education
- Tests and Measurement
- Counselling Psychology
- Pedagogical Studies
- Computer-Assisted Learning (CAL)

General Requirements

- Applicants should hold a master's degree and/or have specialist qualification. Applicants are requested to refer to a separate list on job specification obtainable together with the application forms.
- In addition to the above, applicants should hold teaching diplomas or certificates and have at least 3 years' approved teaching or related teaching experience and experience in teacher education.
- Applicants with experience in research in education would be preferred.

Remuneration

Approximate salary ranges, including National Wage Council (NWC) increases and housing allowance are as follows:
Single officer: S\$42,376 p.a. - S\$86,563 p.a.
Officer accompanied by spouse or children: S\$45,978 p.a. - S\$90,163 p.a.
Officer accompanied by spouse and children: S\$49,578 p.a. - S\$93,763 p.a.

Other Benefits

Other benefits applicable to the lectureship position include loan scheme for the purchase of cars; medical benefits; children's education allowance and ex-gratia payment where applicable; and a monthly contribution by the Institute of 25% of the officer's monthly salary plus education allowance towards the Central Provident Fund subject to a maximum of S\$1,750 per month. The officer will also have to contribute 25% of his salary plus education allowance towards the Central Provident Fund, subject to a ceiling of S\$1,250 per month. (The rates of contribution to the Central Provident Fund are subject to revision periodically).

Application

Application forms can be obtained from the Singapore High Commission, 5 Chesham Street, London SW1, Tel: 01-235 9087 (Evelyn). Completed application forms should be returned to this Office by 30 April 1985. (10788)

St. George's College Argentina

H.M.C. Coeducational Boarding and day school, roll 350

MATHS AND COMPUTING

This leading, South American English-medium school requires an enthusiastic teacher to teach and organise the Computer Studies programme at all levels in the secondary section. The college has 9 Apple 2E computers and 1 Macintosh.

The main courses are O Level Comp. Sci. (Cambridge) and I.B. Subj. Computing and Maths. Teaching of Maths to O Level and I.B. Subj. Level is also required.

This is a residential post involving duties in a boys' boarding house.

For further details and an application form, please contact Mrs G. Moss, Gabbittas-Thring, 5, 7 & 8 Backville Street, Pinner, London W1X 2BR. Telephone: 01-734 0161. (10946)

Gabbittas-Thring

CYPRUS

MACHINERY THEATRE

Many hundreds of teachers for all subjects and grades will be required from primary to university level for this and the next academic year. Good pay, employment conditions, employers and how to contact them. Please send c.v. to: P.O. Box 3711, Nicola, Cyprus. (18537) 460000

GREECE

Qualified English teachers needed to teach at the Komotini School of English, 21 Dimitrakou str., Komotini, Greece. Write soon, give phone number and a recent photograph. (37622) 460000

SPAIN

THE ENGLISH MONTESSORI SCHOOL

Owing to expansion, the school requires teachers for all subjects and grades from primary to university level. Applicants should be prepared to work in a progressive, child-oriented environment.

Qualifications: recognised teaching qualifications for appropriate levels with at least one year's teaching experience. Primary range will be given to those with special interest in Montessori Method/Craft.

CONTRACT: 2 years commencing September 1985 - renewable.
Letters of application, plus curriculum vitae to: Academic Director, The English Montessori School, Eduardo Velazquez, 15, Aravaca, 28035, Madrid, Spain. (38046) 460000

Administration Local Education Authority

CALDERDALE

METROPOLITAN BOROUGH

EDUCATION DEPARTMENT

GENERAL ADVISER

Headteacher, 1215, 799 - 217, 112

Applications are invited from suitably qualified and experienced persons for the above post. To advise on all aspects of Humanities teaching, including History, Geography, Religious Education, Economics and Environmental Studies.

In addition to specialist work, the general adviser has pastoral responsibility for the provision of school forms of application and further details may be obtained on receipt of a completed SAE from the Chief Education Officer, 100, North Yorkshire Road, Halifax, West Yorkshire, HX1 1UN, to whom completed forms should be returned by 9 April 1985. (35153) 460000

HAMPSHIRE

EDUCATION COMMITTEE

BAVINGDON DISTRICT

EDUCATION OFFICER

Salary: £14,994 - £15,863

This is a newly created post based at Huntly, Basingstoke. The successful candidate will join an established team of three primary inspectors and will have responsibility for the south western area of the County.

The person appointed will have had successful experience as a primary head and be able to work effectively with schools and as a member of the County Inspectorate.

Application forms and further details available from Chief Education Officer, Shire Hall, Castle Hill, Basingstoke CB3 0AP, Basingstoke (0233) 317927. Closing date 29 April 1985. (13742)

EQUAL OPPORTUNITY EMPLOYER

Teacher/Advisers

MATHEMATICS TEACHER/ADVISER (BURNHAM SCALE 4)

Applications are invited for this newly-created post under the DES Education Support Grant Programme for September 1985 to July 1986. The teacher appointed will work on the continuous development of the Kent School Leavers' Numeracy Profile Scheme but with a special emphasis on the production of classroom resource materials. Advisory duties will initially include giving support to existing KS/LNP trial schools, but this will be extended to all secondary schools by January 1986.

TEACHER/ADVISER IN GRAPHIC DESIGN (MATHEMATICS DEVELOPMENT)

Applications are invited for this newly-created Scale 3 (Burnham) post under the DES Education Support Grant Programme for September 1985 to July 1986. The teacher appointed to this post will join an established team of Mathematics advisers working on the Kent Mathematics project and the Kent School Leavers' Numeracy Profile. The teacher will be expected to advise generally on the design and layout of both teaching materials and test times in both projects; a substantial part of the work, however, will be concerned with pioneering the design of new teaching resources using new techniques of visual communication. This post demands imaginative and creative skill at a personal level.

PRIMARY TEACHER/ADVISER (MATHEMATICS)

Applications are invited for this permanent post of Mathematics Teacher/Adviser (Scale 4 Burnham) based at the Swanage Mathematics Centre. The appointment will take effect from September 1985. Candidates should be able to demonstrate some experience of handling different Mathematics schemes in the age range 6-11; a knowledge of recent developments in Mathematics education, and the ability to work effectively with primary school teachers, both in the classroom and on in-service training courses.

Further details may be obtained from The County Education Officer (ref: T3), Education Department, Springfield, Maidstone, Kent ME14 2LJ (SAE please).

Applications should be made by letter accompanying a full curriculum vitae and should be returned by 28th April 1985. (13758)

KENT COUNTY COUNCIL

CAMBRIDGESHIRE

INSPECTOR FOR PRIMARY EDUCATION

Salary: Burying HT Group 8
£14,994 - £15,863

This is a newly created post based at Huntly, Basingstoke. The successful candidate will join an established team of three primary inspectors and will have responsibility for the south western area of the County.

The person appointed will have had successful experience as a primary head and be able to work effectively with schools and as a member of the County Inspectorate.

Application forms and further details available from Chief Education Officer, Shire Hall, Castle Hill, Basingstoke CB3 0AP, Basingstoke (0233) 317927. Closing date 29 April 1985. (13742)

EQUAL OPPORTUNITY EMPLOYER

JAPAN YOKAHAMA INTERNATIONAL SCHOOL

Required for September, 1985

HIGH SCHOOL TEACHER

FOR MATHS AND ENGLISH

Applicants should have at least two years experience and would be required to participate in extra curricular activities and take pastoral duties.

Single teachers are preferred.

The initial contract is for two years. Air tickets are provided at beginning and end of contract.

Applicants should write sending a brief resume to the Headmaster, Yokohama International School, 258 Yamate-cho, Naka-Ku, Yokohama 231, Japan.

Interviews will take place in the United Kingdom in May

